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ABSTRACT

This supplement to "Portraits: The Literature of Minorities" published in June 1970, provides an annotated bibliography of literature by and about Black Americans, Mexican Americans, North American Indians, and Asian Americans. The bibliography is designed to aid teachers and librarians in recommending books to students in grades 7-12. The titles are grouped under the headings of fiction, poetry, prose nonfiction, anthologies, and background materials for teachers. The ethnic experience is central to all titles. The bibliography also provides information as to publisher, copyright date, availability of paperback editions, and price. Suggestions of the selection committee are given for the use of each title. An index of titles and authors is provided, as is a form for evaluating the supplement. (For related document, see ED 042 771.) (DB)

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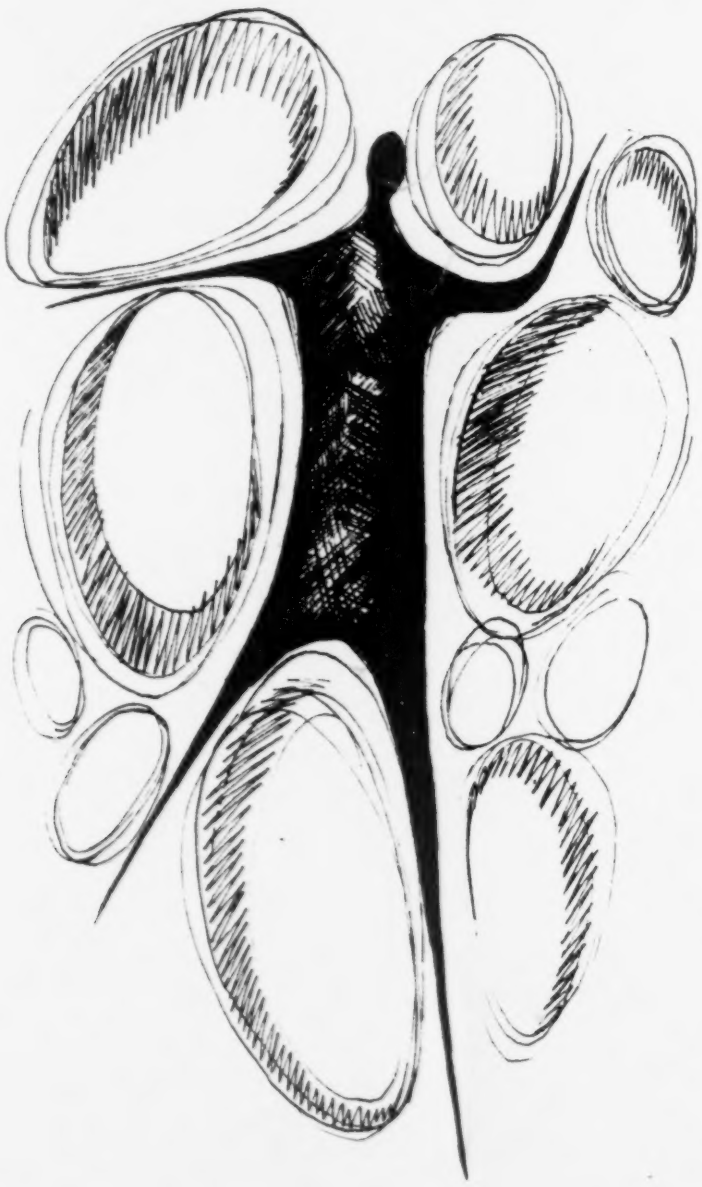
PORTRAITS SUPPLEMENT



LITERATURE OF MINORITIES

CS 200 061

A SUPPLEMENT

To

PORTRAITS

THE LITERATURE OF MINORITIES

An Annotated Bibliography
of Literature by and about
Four Ethnic Groups in the
United States for Grades
7-12

OFFICE OF THE LOS ANGELES

COUNTY SUPERINTENDENT OF SCHOOLS

June 1972
LACO NO. 131

This publication approved on June 5, 1972, by LOS ANGELES COUNTY BOARD OF EDUCATION

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FOREWORD

This bibliography is a handbook for secondary school teachers designed to supplement PORTRAITS: THE LITERATURE OF MINORITIES, published by the Office of the Los Angeles County Superintendent of Schools in June 1970. That publication helped teachers and administrators identify and evaluate works of literature that "portray the role and contributions of the American Negro and members of other ethnic groups in California" (Education Code, State of California, Division 8, Section 10013). Black Americans were well represented in that bibliography. Because relatively few books by and about Mexican Americans, North American Indians, and Asian Americans were then available, the Office of the Los Angeles County Superintendent of Schools decided to continue the search and to publish this supplement.

In the two intervening years a committee composed of teachers, librarians, and curriculum leaders has tried with some measure of success to find literature that adequately portrays the three ethnic minorities inadequately represented in the original publication. While these materials were being sought, the committee also attempted to read and evaluate the continuing flood of materials by and about Black Americans.

The committee members represented ten school districts in Los Angeles County whose administrators provided support, encouragement, and time for them to work on the project. Committee members gave generously of their own time to read the many titles which were reviewed.

Each member of the committee, which worked over a two-year period, 1970-72, was invited to participate because he was known to be an outstanding librarian or teacher of literature and sensitive to the reading interests of adolescents. Their interest, enthusiasm, and energy have made this publication possible and to them we extend sincere thanks.

Some committee members served for two years, others for one year. The term of service is indicated following the committee member's name.

Mrs. Kathleen Heyneker, 1970-71
Librarian
Alhambra City Schools

Mrs. Bette Bertch, 1971-72
Librarian
Alhambra City School District

Mrs. Stella Leal Kellogg, 1970-72
Counselor
Quartz Hill High School
Antelope Valley Union High School District

Mrs. Beverly Tavella, 1970-72
Librarian
Hacienda-La Puente Unified School District

Miss Bernice Sward, 1970-72
Librarian
Inglewood Unified School District

Mrs. Gloria Curtis, 1970-72
Office of Urban Affairs
Los Angeles Unified School District

Miss Lois Miller, 1970-72
Librarian
Montebello Unified School District

Mrs. Jean Pointer, 1971-72
Librarian
Norwalk-La Mirada Unified School District

Mrs. Geraldine Wadhams, 1970-72
Teacher
Mira Costa High School
South Bay Union High School District

Mrs. Dorothea Chandler, 1970-72
Curriculum Consultant
Torrance Unified School District

Mr. George D. Mora, 1970-72
Teacher
Whittier High School
Whittier Union High School District

Dr. Paul Schumann, 1970-72
Chairman, Education Department
Loyola University

In publishing this handbook the Los Angeles County Board of Education is providing a service to the teachers of the County and to the members of the project committee. Decisions to include or exclude any particular authors were made by committee members and were intended to identify a representative group of authors who have written in the field of literature by and about minorities.

The entire project was coordinated by Mrs. Joanne Dale, Consultant in the Division of Curriculum and Instructional Services, Office of the Los Angeles County Superintendent of Schools. Mrs. Dale activated the committee, served as continuing consultant, and supervised preparation of the final manuscript. The project was carried out under the general administrative direction of Dr. E. Maylon Drake, Assistant Superintendent, Educational Programs and Services, and Dr. Grant E. Thayer, Director of the Division of Curriculum and Instructional Services.

It is hoped that this publication will prove to be of significant value to the schools of Los Angeles County.

Richard M. Clowes
County Superintendent of Schools

CONTENTS

FOREWORD iii

INTRODUCTION v

ANNOTATED BIBLOGRAPHY

FICTION

Novels 1

Short Stories 16

POETRY 19

PROSE NON-FICTION 24

Biographical Materials 24

Background Materials for Students 37

ANTHOLOGIES 44

BACKGROUND MATERIALS FOR TEACHERS 50

INDEX 56

EVALUATION FORM

INTRODUCTION

The publication of A SUPPLEMENT TO PORTRAITS: THE LITERATURE OF MINORITIES represents the second step in a long and continuing process.

In 1968, despite the civil rights movements and aggressive demands by America's minorities, they and their contributions to American literature were inadequately represented in the available anthologies of American literature.

PORTRAITS, the first bibliography, was developed to acquaint teachers with this neglected literature. The original bibliography gave comparatively detailed annotations of titles by and about Black Americans, Mexican Americans, North American Indians and Asian Americans. Black Americans were well represented in all genre, but published materials by and about the other three ethnic groups were still scant.

In the two years following the publication of PORTRAITS a countywide committee has continued the search for literature by and about the same four ethnic minorities. The literature the committee has been able to identify and evaluate is reviewed in this SUPPLEMENT. Since Black Americans were so well represented in PORTRAITS, the committee made a special effort to find materials representing the other three groups.

OBJECTIVES

In preparing both PORTRAITS and this SUPPLEMENT the committee sought to identify and evaluate literature that portrays members of minorities in the United States as human beings who share all the experiences of their common humanity and who, at the same time, in many ways, are unique. Every title included is one the committee feels will contribute equally to the development of a better self-concept on the part of the minority person and to greater understanding on the part of readers who belong to other cultures.

The committee believes that the vicarious experience of reading literature is more powerful than mere acquaintance with factual information in changing attitudes and reducing prejudice. A quotation from BOOKS AND THE TEEN-AGE READER by Dr. G. Robert Carlsen expresses the point of view of the committee on the value of reading books that focus on the ethnic experience: "Reading books about other ethnic groups can open the avenue to understanding the world outside oneself. Literature gives one the chance, at least imaginatively, to crawl into another's skin and see the world through his eyes. And as such it can be one of the great sensitizers in a world which so desperately needs understanding among its varied peoples."

CRITERIA

The committee sought books which presented Black Americans, Mexican Americans, Asian Americans and North American Indians not as stereotypes but as believable human beings. It considered language, illustrations, theme, character treatment, and literary qualities in determining whether to include or exclude a given title.

CONTENT AND ORGANIZATION

The titles annotated here are grouped under these headings: fiction, poetry, prose nonfiction, anthologies, and background material. Some annotations are long and quite detailed. Many titles are recent and not known to teachers; many are controversial in nature. The range in reading and maturity levels required of potential readers is very great.

The bibliography provides information about the publisher, copyright date, availability of paperback editions, and price. Other kinds of technical information may include names of the authors whose works are sampled in anthologies, names of individual selections in collections of short fiction, the ethnic background of the author if it is known, and a listing of such features as glossaries and biographical notes. The committee makes suggestions for the use of each title which reflect considered judgment based on extensive experience in guiding student reading.

USE OF THE BIBLIOGRAPHY

PORTRAITS and this SUPPLEMENT focus on titles in which the ethnic experience is central. Much of the material is contemporary literature. The themes tend to be adult, and both language and situations often are starkly realistic. Many of the titles reviewed here seem appropriate only for mature readers because the literary style and the content are sophisticated. Few are recommended as suitable for use with an entire class.

It becomes especially important for the teacher or librarian to know the adolescent student's level of emotional and social maturity as well as his level of intellectual maturity. Such knowledge is the necessary basis for recommending books that will be appropriate to the student's reading needs and interests. This bibliography attempts to provide the teacher and the librarian with the information needed to help the individual student find literature by and about minorities he can read and appreciate.

Like PORTRAITS, this SUPPLEMENT is designed for use in grades 7 - 12.

A list of background materials for teachers is also included.

ADDITIONAL RESOURCES

The committee is aware that this bibliography is neither comprehensive nor complete. Time and manpower resources did not allow for review of all ethnic materials now in print. In these publications the committee has made a beginning in the identification and evaluation of literature by and about Black Americans, Mexican Americans, Asian Americans, and North American Indians. The process of reviewing and evaluating these materials must continue.

More and more material by and about ethnic minorities will be published, and anthologies will include more than token selections. The stand taken by the National Council of Teachers of English assures this. The Council's Task Force on Racism and Bias in the Teaching of English developed Criteria for Teaching Materials in Reading and Literature that were officially adopted by the Board of Directors.

Other agencies are influencing the flow of materials. Ethnic studies centers are publishing the works of minority writers, and private ethnic publishers are emerging in many parts of the United States.

The Council on Interracial Books for Children, now in its fourth year of operation, is encouraging and facilitating such efforts. It has recently published its own first book, Chronicles of American Indian Protest, issued in paperback by Fawcett. The Council also conducts annual contests which are open to ethnic writers who are unpublished in the children's book field. In addition, it issued a call to editors in Publishers Weekly, October 1971, to assign all books on minority themes to minority writers and illustrators for the next five years.

Periodicals devoted to the culture and concerns of various ethnic groups are proliferating. Black Americans have been producing magazines for the Black community for a long time. The interest in ethnic studies which developed during the sixties has prompted the publication of periodicals by other ethnic groups.

Black, brown, yellow, and red peoples are insisting that their part in the story of America be told frankly and honestly, and they want to tell it themselves. Because they are deeply concerned that their own children know the truth about their own heritage, some of the materials they are writing and publishing are bilingual.

All these factors will have a bearing on the quantity and quality of ethnic materials that will become available in this decade. These will need to be evaluated in terms of their appropriateness for the classroom, and the process will require dialogue among representatives of the different ethnic groups. Teachers and librarians who use this publication can participate in this process by completing the evaluation form following the index.

NOVELS

Arnold, Elliott. BLOOD BROTHER. Hawthorn, 1950. 1947. 558 pages. $7.95

Blood Brother, a classic of western literature, tells the tale of two giants of the time, men who were above the bitterness and hatred of their period. Covering the period of the 1850's through the 1870's, Mr. Arnold charts the history of Cochise, Chief of the Chiricahua Apaches, and his friendship with Tom Jeffords. It is an exciting tale but its length may deter some students. It is useful as a title for small groups (grades 11-12) or for individual selection. For younger students or those with a lower reading level, the author has abstracted the essential story of Jefford's and Cochise's friendship in a book entitled Broken Arrow.

Baker, Betty. AND ONE WAS A WOODEN INDIAN. Macmillan. 1970. 170 pages. $4.95.

Through the experiences of two Apache boys the story explores Indian concepts and attitudes. Their adventures bring them in contact with white men and Indians of other tribes for the first time. The reader sees events through the eyes of Hatilshay. While his eyesight is poor, he understands the unfamiliar more readily than Turtlehead, whose superstitious fears blind him. The latter blames an affliction on evil magic emanating from an Indian statue carved by a white man. The story of their search for the carving is sometimes humorous but there is an undercurrent of foreboding. The afterword contains some historical details. The story is appropriate for upper elementary and junior high.

Barrio, Raymond. THE PLUM PLUM PICKERS. Harper & Row, 1969. 201 pages. $2.45.

This novel makes real the miserable existence of the migratory fruit pickers. The author effectively contrasts the life of the pickers with that of the affluent growers and politicians who control their destiny. He constantly compares the lush and orderly beauty of the fields and orchards of Santa Clara County with the disorder and squalor of the hovels provided for the pickers.

The story or plot is minimal. The reader follows the fortunes of the migrants.

Because there is relatively little character development, the reader experiences the story much as one views a vast, realistic mural. It is vivid, honest, and broad in scope and conveys the author's moral indignation and his insights and convictions regarding possible solutions. It is, in many ways, reminiscent of the novels of Frank Norris and Upton Sinclair. Students might compare this book with Octopus or The Jungle.

The change in point of view from chapter to chapter requires sophisticated skill in reading. The book is most appropriate for individualized reading in the upper years of high school.

The language of the characters is earthy and contains obscenity and profanity. However, it is indigenous to the story and not designed to shock. One sexual incident is treated explicitly.

The author is a New Jersey Chicano, who is an artist and a junior college teacher in California. His early efforts to find a publisher were unsuccessful. The novel was first printed by Ventura Press. It is now available as a Canfield Colphon Book published by Harper & Row. Spelling and typographical errors remain in the new edition and interfere with the reading.

Beatty, Patricia. THE SEA PAIR. Morrow, 1970. 224 pages. $ 4.95.

A new teacher's arrival at the Quileute Indian Reservation in Washington changes the lives of some of the students. Miss Green's interest in animals makes school more interesting for all except Roy Adams. Roy's bitterness stems from a deserting mother, an alcoholic father, and a hatred of school. He only wants to get to a city and become an auto mechanic. Miss Green involves him in observing two sea otters and pledges him to secrecy to protect the rare animals. In a dramatic climax, Roy saves the otters from his father's gun and wins a chance to leave the reservation. This is a good story for discussions of conservation and Indian life. It should appeal to junior high school readers.

Bodsworth, Fred. THE SPARROW'S FALL. Doubleday, 1967. 255 pages. Paper (Signet) $.75.

The story of Jacob Atook a Canadian Indian, is a story of love and survival. He is a poor hunter for he has accepted the teachings of a white missionary that God forbids all killing and sees even the sparrow's fall. Jacob and the woman he marries in secret just before her planned marriage to Taka, the great hunter, live in banishment. They are starving and face one of the harshest winters in memory. Jacob must track a solitary starving caribou through the cruel, barren arctic to get meat to sustain the woman he loves and their unborn child. In this violent encounter he learns that death and life are inseparable. The reader feels both sympathy and horror as he experiences vicariously the ordeal which the naturalist-turned novelist makes so vivid. This thought-provoking book requires a mature reader. The story focuses on the conflict of Christian and Indian cultures and presents both with respect and understanding.

Bodsworth, Fred. THE STRANGE ONE. New York. Dodd, Mead and Company, 1960. 312 pages. $6.95.

The lives of a young Scottish student, an embittered Indian girl, and a barnacle goose intertwine in this story set in the northern Canadian wilderness. Kanina, a Cree Indian girl, educated in the white world and then rejected by it, returns to her primitive village. She meets Rory Macdonald, a biology student. They are reluctant to acknowledge their love as permanent because of the prejudice they would meet. A barnacle goose, blown far from his own habitat is the catalyst that finally brings the two young lovers together.

This book is recommended to high school students. The combination of the love story with the fine description of Indian life and detailed and dramatic story of the survival of the goose make interesting reading especially for those who like nature stories.

Bonham, Frank. VIVA CHICANO. Dutton, 1970. 180 pages. $4.50. Paper (Dell) $.75.

Joaquin Duran has been in trouble all his life. When his little brother falls out of the window, he is immediately blamed and runs away before he is caught. He hides in an abandoned police station with a paper dummy of Emiliano Zapata, who becomes like a guardian angel to him. His friends come to see him but it is Zapata who talks to him and helps him to realize a pride in his Mexican heritage. He decides to give himself up but not before proving that people prejudge a boy who has a bad record.

As the story unfolds and the reader observes the barrio, the poverty in which Joaquin lives, and his unsympathetic home, his anger and frustration become understandable. It is appropriate for junior high.

Cavanna, Betty. JENNY KIMURA. Morrow, 1964. 217 pages. $4.50.

Jenny Kimura Smith, a sixteen-year-old Tokyo girl of American-Japanese parentage, is the central figure in this teen novel. It is the story of an eventful summer spent with her paternal grandmother in Kansas City and at a summer resort on Cape Cod. Here Jenny meets prejudice in her grandmother and others.

However, with the help of her new, congenial American friends, Jenny learns to love and appreciate her new country and finally overcomes her grandmother's prejudice.

The events develop slowly, but there is romance, and one especially exciting episode livens up the story. Although not a novel of depth, the characters seem real and the problems and events plausible. The reader is left with a pleasing, satisfying feeling. The novel is popular in junior high school.

Chandler, David, HUELGA. Simon and Schuster, 1970. 284 pages.

This novel is the story of the Delano grape strike. The strike leader in the story is Daniel Garcia. Chandler indicates that the book was prompted by his interest in the question of whether or not nonviolent techniques espoused by Gandhi, Martin Luther King, and Cesar Chavez can succeed.

The novel is useful to point up social conditions that demand attention. However, the plot is somewhat difficult to follow, and language and situations are sometimes crude in their realism. It is appropriate only for individual mature readers in the upper years of high school.

Cox, William. CHICANO CRUZ. Bantam, 1972. 216 pages. $.75.

Mando Cruz and his close friend Jack, an Anglo, go to spring training for a tryout with a major league baseball team. There they meet Rosey, a Black aspirant with a chip on his shoulder, and Jonesy, the son of wealthy parents. The four become close friends as infielders for an Eastern minor league team.

The characters are stereotypes and the style is not literary. However, this easy-to-read story will appeal to baseball buffs in both junior and senior high school. The theme of the story suggests that a Chicano can succeed in the big leagues.

Dunne, Mary Collins. REACH OUT, RICARDO. Abelard-Schuman, 1971. 157 pages.

Ricardo lives with his famiiy in the grape-growing area of central California. The book describes their home, family relationships, and economic plight. It shows the dead-end situation in which workers are caught unless they actively promote their own cause. Ricardo eventually joins the strike against the grape growers. The story is told through his eyes. It is easy reading for junior high students.

Fall, Thomas. THE ORDEAL OF RUNNING STANDING. McCall, 1970. 312 pages. Paper (Bantam) $.95.

Set in Oklahoma in the early 1900's, THE ORDEAL OF RUNNING STANDING vividly dramatizes the dilemma of two young Indians caught between two worlds. Joe and Sara Standing, married following their graduation from a white man's school, must choose between Joe's desire to join the white man's world and Sara's wish to return home and help their people.

Running Standing leaves home only to become involved in a dishonorable plan to secure the oil leases from the Indians for a white-owned company. Disillusioned and confused at the white man's betrayal, Joe Returns to the old Kiowa tradition to regain his manhood. His revenge brings the story to a savage and shocking climax. The book is recommended for high school students.

Gaines, Ernest J. THE AUTOBIOGRAPHY OF MISS JANE PITTMAN. Dial Press, 1971. $6.95. Paper (Bantam) $1.25.

Ernest Gaines is a contemporary Black writer who is a master of the art of fiction. This novel is in the finest tradition of oral history, and the reader finds it difficult to read silently. Gaines has captured the essence of Black speech. Miss Jane Pittman literally seems to be telling her own story as if it had been tape recorded.

In 1864, Miss Jane at eight or nine years of age serves water to retreating Confederate and attacking Union troops on the same day. When she is freed, Miss Jane sets out with other freed slaves for Ohio, a destination she never reaches. Big Laura, who saves her from rape, and Laura's baby are beaten to death by patrollers so Jane continues on her way with Laura's son Ned, whom she mothers. Ned gets an education and returns to the plantation where Jane works to teach and to help his people. He is shot by a klansman. Jane finally catches up with Ned's killer and tells him"...when the Chariot of Hell come rattling for you, the people will hear you screaming all over this parish." Her prediction comes true.

Jane goes to work for the Samsons on their plantation. While there, she joins the church. She observes first hand the cruelty of the white owner to the son of his Black mistress, and the tragedy of his white son's love for a mulatto school teacher. That son commits suicide.

The final part of Jane's story takes place during the Depression and the decades following. Jimmy, whom the people of the quarters look to as a leader, becomes active in the Civil Rights movement. He is killed, and Samson threatens the Black people who want to demonstrate for freedom promised them 100 years ago.

At 108 or 109 Jane defies Samson. She survives the most trying hundred years of our history with pride, with dignity, with love for man, God, and nature as well as an abiding love of baseball and vanilla ice cream.

Garden, Nancy. WHAT HAPPENED IN MARSTON. Four Winds Press, 1971. 190 pages.

When the school in Marston is integrated, Dave Bellinger's eighth grade class enrolls one Black boy, Joel Garth. The two become friends and in the process Dave learns about life in the Black ghetto. One day while he is visiting Joel, they hear a shot. A white police officer has shot a Black boy running away after the theft of two packages of cigarettes. Tension builds in the ghetto, and the otherwise quiet city moves toward a race war with the two friends caught in the middle of it. In the aftermath, both boys realize that things must change and that they have an obligation to help bring about change. Joel suggests that Dave can do this by telling it "like it is." This, says Dave, the narrator, is what he has tried to do.

The story is easy to read and should appeal to junior high school students and to less able high school readers.

Greenlee, Sam. THE SPOOK WHO SAT BY THE DOOR. Dutton, 1969. 248 pages. $4.95. Paper (Bantam) $.95.

A Black college graduate student from Chicago is the first Black employed by the CIA. In this organization he becomes "the spook who sat by the door," supposedly evidence that the CIA is integrated. After five years of ushering people through the building, he leaves to become the key person - and the only Black - in a privately funded civil rights organization. He gains control of the Cobras, his old street gang, and trains the members to be revolutionaries. The organization, unaware of this, praises him for his success in preventing riots.

The author was the only Black in a Chicago civil rights organization. The story he tells is popular with teenage readers, who find it easy to read. The literary quality is not high, but reading the story does provide insight as to what it means to be Black in a white - dominated society.

Hamilton, Virginia. HOUSE OF DIES DREAR. Macmillan Collier, 1968. 246 pages. Paper $.95.

This absorbing mystery story is enriched with perceptive insights into the significance of certain aspects of the Black man's heritage. When a Black professor of history moves his family into the historic Dies Drear house, a former Underground Railroad Station in an Ohio college town, rumors connected with the house become a frightening reality to the family. In time Mr. Small and his son Thomas find a plausible explanation for the occurrences which have terrified everyone. This well-written novel should appeal to both junior and senior high school students.

Hamilton, Virginia. THE PLANET OF JUNIOR BROWN. Macmillan, 1971. 210 pages. $4.95.

Virginia Hamilton juxtaposes the fantastic and the realistic in a compelling and fascinating story of three outsiders, all Black, in the city of New York. Buddy, a teenager, is parentless and lives by his wits in a deserted building as self-appointed guardian of two younger boys. His friend is Junior Clark, who, while he has a home and the creature comforts, is burdened by an over-protective mother, a grotesque excess of weight, and possible mental illness. Both boys have been truant from school, hiding in a secret room constructed in the school basement by Mr. Pool, a custodian, who stopped teaching 15 years ago because the system stifled him. There he has built a model solar system containing the planet of Junior Brown, which gives the book its title. That title also refers to the remarkable world in Junior's head and to the new world to be born from enclaves of mutually responsible people like the one Buddy is responsible for and to which he takes Junior and Mr. Pool when the school authorities uncover the truancies.

Madness pervades the story. It takes place in a mad society indifferent to the human needs of the characters. Miss Peebs, Junior's music teacher, is unalterably mad, and madness is progressing in Junior, whose hope lies in the fact that he has two loyal friends who know that in order to survive they must live for each other. That is the belief expressed in the book's dedication "For...The Race To Come."

While the principal characters are Black and many of their problems grow out of their Blackness and the prejudice visited on Black people, their sufferings are not unlike those that might be visited on anyone, anytime, anywhere. In this sense the story has universal appeal. It is a perfectly executed narrative masterpiece that could be read by junior high school students but deserves the analysis and appreciation of which only more mature readers are capable.

Jayne, Mitchell F. OLD FISH HAWK. LIPPINCOTT, 1970. 279 pages. $5.95. Paper (Pocket Book) $.95.

Fish Hawk, an old and lonely Osage Indian, lives in the white man's world of Bent's Ford, Missouri. Although his drinking and appearance usually elicit the amusement and disgust of the towns-people, they call on him to doctor sick animals and hunt dangerous wild animals.

There comes a day, finally, when the old Indian decides he must return to his ancestral lands before he dies. The kindness of a family for whom Fish Hawk works and the hunt for a dangerous wild boar delay his return, however, and during this period he regains the dignity he thought he had lost.

It is a moving story which will appeal especially to readers of outdoor adventure and frontier tales.

Jordan, June. HIS OWN WHERE. Thomas Crowell, 1971. 90 pages.

This is a tender love story of two Black Brooklyn teenagers who seek an escape from their harsh environments. Buddy's father lies dying in a hospital and Angela's parents are accusing and cruel. The young people find solace in each other's companionship, and life and love for themselves in a deserted cemetery toolshed.

The author, a poet, employs the Black language which is the natural speech of the young couple whose story she tells. The speech patterns may at first create a barrier for the reader. The insistent use of present, active present, and future produces a reeling effect.

The story is short, simple, and frank. The two young people and their love are portrayed realistically and without sensationalism. This novel is appropriate for individualized reading in grades 9-12. Those who read it must be able to adjust to the language and to understand the author's use of flashback and dream flashes in telling the story.

Kim, Richard E. LOST NAMES. Praeger, 1970. 195 pages. $5.95.

Richard E. Kim, young Korean American novelist, who wrote The Martyred and The Innocent, has written a book that should prove deeply moving to all who are concerned about war and its attendant inhumane consequences. He presents here seven vivid scenes from his childhood and adolescence during the Japanese occupation of Korea.

In the first vignette the reader sees the author's parents carry him on a hazardous crossing of the frozen Tuman River. The author makes both the beauty and the terror of the crossing vivid. The reader literally feels the cold and the wind, sees the loveliness of the brief twilight.

Each of the seven scenes explores the problem of oppression and what happens to a people when their language, their culture, and even their names are taken away. The vignette in which all must give up their Korean names and take on new Japanese names is poignant indeed.

The young Kim proves himself truly the son of his father, a respected leader in the Korean resistance. He develops the activist character dramatically demonstrated in the final chapter as he experiences injustice and brutality at a Japanese-run school near Pyongyang, Korea.

This book should appeal to able junior high readers. Although the central character is very young, the book may also be enjoyed by senior high students because it is a beautiful tribute to the triumph of the human spirit over adversity and suffering.

Laklan, Carli. MIGRANT GIRL. McGraw-Hill, 1970. 144 pages. $4.95.

Dacey Cotter, 16, and her family are migrants who follow the crops and perform stoop labor. They are plagued by problems common to this way of life – rat-infested camps, never-ending labor for all, whatever their age or condition. When Dacey meets Juan, an admirer of Cesar Chavez, she begins to wonder "why life has to be like this." While physical conditions have not changed for the workers when the book ends, the workers' attitudes have, and they feel there is some hope for them.

The writing is average but the subject is timely, and the fact that problems are seen from the viewpoint of an adolescent makes the book appealing to upper elementary and junior high school students.

Marshall, Paule. BROWN GIRL, BROWNSTONES. Random House, 1959. 255 pages. Paper (Avon) $.95.

The author with great art and sensitivity tells the story of a Barbadian family. They live in one of the many brownstone dwellings in New York abandoned by the Anglos who built them and invaded by the West Indians who love these houses as they had their land on the islands from which they came.

The mother in the family is strong and works and saves for her family. Her life is one of intense struggle to overcome the obstacles, material and psychological, that the white community puts in the way of Blacks. The father is unequal to the struggle and unwilling to undertake it. He has, in fact, accepted the white man's rejection of him. Beautiful clothes, women, and irresponsibility are his escape.

The central character, Selina, who is ten when the story begins, exhibits both her mother's strength and her father's sensitiveness. Paule Marshall portrays her journey from childhood through adolescence to womanhood in language that is moving and stunning. Selina faces forthrightly the dilemma of the Black person: if you admit "That you are only Negro, some flat, one-dimensional, bas-relief figure which is supposed to explain everything about you... you rule out your humanity... and your complexity as a human being." Mature high school readers will find the novel moving and thought-provoking.

Means, Florence Crannell. THE MOVED OUTERS. Houghton, 1945.

Sue and Kim, are adolescent members of the Ohara family, one of many Japanese-American families moved from their homes on the West Coast to dismal relocation camps during World War II. Through their experiences the reader gains some insight into the tragic breakup of homes and the problems of life in the harsh and drab relocation centers. Both girls try to adjust to the humiliations and deprivations of their situation and to remain hopeful that they will find a place in American life. Junior high school students can read this novel.

Meriwether, Louise. DADDY WAS A NUMBER RUNNER. Prentice Hall, 1970. 208 pages. $5.95. Paper (Pyramid) $.95.

In the words of James Baldwin, the author has "truthfully conveyed what the world looks like from a Black girl's point of view." Her twelve-year-old heroine, Francie, grows up in the Harlem of the 1930's. The father is unable to find legitimate work and is too proud to accept relief checks so he runs numbers. When this avenue of income runs out, he drifts away leaving the mother to head a family disintegrating. There is a brother who takes to violence, one who drops out, a friend whose sister is a prostitute, a host of Blacks, and the white store owners who often prey on their poverty. Notable in these sordid surroundings are the love and solidarity which members of the Black community share. This first novel to come out of the Watts Writers Workshop shows great insight and introduces a writer of exceptional talent.

The language and situations in the book are appropriate to the reality they portray. This novel is suitable for individualized reading in senior high school.

Niemeyer, Marie. THE MOON GUITAR. Franklin Watts, 1969. 151 pages.

San Francisco's Chinatown is where Su-Lin and her family live. Always proud and respectful of her ancestry, Su-Lin wants so much to be like her American girl friends. But, Grandfather does not approve of the new ideas and insists that his grand-daughter be brought up in the old established ways.

When Su-Lin and her girl friend Tracy hear of the long-lost and beautiful moon guitar, they are determined to find it. This leads to a series of exciting, fast-moving episodes, and Grandfather's final surprising reaction.

Although this is a simple adventure story for girls, the characterizations of Su-Lin and her Grandfather are quite realistic and warm. Su-Lin portrays well the inner conflicts experienced by the young in a traditional culture transplanted to a new environment.

O'Dell, Scott. SING DOWN THE MOON. Houghton Mifflin, 1970. 137 pages. $3.75.

In the spring of 1364 the Navahos who lived in Canyon de Chelly were expecting a rich harvest. The coming of Spanish slavers and white soldiers destroyed such expectations, for the Navahos were forced to leave their beautiful home of red buttes and blue skies and to join their Indian brothers on the devastating long march to Fort Sumner. Many, like Tall Boy, a brave hunter and fighter, were maimed physically and psychically. They lost their will along with their way of life. Bright Morning, who married Tall Boy, possessed the inner strength to keep hoping, and she and her husband returned to their canyon home.

Scott O'Dell tells the story of their trials and their ultimate triumph in the beautiful cadent prose for which he is famous.

O'Dell, Scott. THE BLACK PEARL. Houghton-Mifflin, 1967. 140 pages. $3.75.

A simplified version of Steinbeck's powerful novel, O'Dell's The Black Pearl focuses on a Mexican boy's attempt to save a valuable pearl from some greedy men bent on selling it for a profit or on throwing it into the sea as a part of a ritualistic superstition. Virtue overcomes the many forms of evil here, and the pearl is returned to a place of honor in a Virgin Mary statue at a Catholic Church.

The book is good as an introduction to the study of symbolism, particularly of a valuable object which may be a source for potential greed in man. Some of the peasant superstitions and warm religious fervor one finds in Mexico are well depicted in this novel for junior high youth or slower readers in the early years of high school.

Randall, Florence. THE ALMOST YEAR. Atheneum, 1971. 239 pages.

Laurie, a Black girl with a dead mother and no "real" father, must live with an affluent white family for a "short year." Conflicts within herself and between Laurie and the members of the family develop, mingled with strange, unexplainable happenings in the house. The story primarily describes the inner feelings of Laurie and the sequence of episodes which keeps the home in constant turmoil until understanding begins to develop at the end of Laurie's "year."

The writing style may not appeal to some readers. The story is a series of episodes and there is much use of monologue. This novel will probably appeal most to girls in grades 8-10.

Rivera, Tomas. AND THE EARTH DID NOT PART. Quinto Sol Publications, 1971. 177 pages. $6.50. Paper $4.50.

This publication is the winning entry in the 1970 First Annual Premio Quinto Sol Literary Award. It consists of a bilingual collection of fourteen short stories, each rendered in both Spanish and English. These stories possess a unity that brings the collection close to the genre of a novel.

The book begins with "El ano perdido" which serves as an introduction to the total collection and introduces the fictional narrator who will reveal what he saw and heard. The final selection, "Debajo de la casa," is a recapitulation, a synthesis, and an expansion of the preceding thirteen selections. Between these two are twelve short stories that take place during the different months of the year. Speakers are seldom identified and when they are, they are archetypes. They allow us to see events from diverse points of view. Ever dominant is an atmosphere of struggle, the hallmark of the Mexican American experience whether the struggle be against nature, disease, oppression, exploitation or persecution. In the struggle an awareness develops that he is alone in his universe. He meets this realization not with despair but with determination and gains complete psychological control over his world as does the central character in the title story.

Rivera's writing deserves careful attention. It is the work of a creative individual presenting the linguistic reality of the Mexican American at a high artistic level. Mature high school students should appreciate this collection for both its literary quality and for the insights it provides into the life of the rural and migrant Mexican Americans. Those who can read Spanish can compare the literary qualities of the Spanish and the English versions.

Salas, Frieda I. WIND IN THE PEPPER TREE. Exposition Press, 1969. 83 pages. $4.00.

This book tells the story of Olvera Street of earlier times. Associated with it is the story of the ballad singer, his heartbreaking separation from his beloved Esmeralda, and their mystical reunion. The news that the Street will not be bull-dozed away but instead preserved for posterity provides a happy ending to the tale told by old Jose, the caretaker, to Pepe, the young guide.

Both junior and senior high readers can appreciate this story. It supplements the study of California history.

Schaefer, Jack. THE CANYON. 91 pages. From THE SHORT NOVELS OF JACK SCHAEFER with introduction by Dorothy M. Johnson. Houghton Mifflin, 1967. $6.95.

This is a lyrical account of a Cheyenne Indian, Little Bear, who does not want to fight, does not fit his environment. When he undergoes the test of a starving, he falls into a remote and beautiful canyon. There he recovers from a fracture, bravely fights the elements and wild animals to sustain himself, and dreams of the woman he wants to marry. After a long search he finds her and wins her by recovering the bones of her father from Crow territory. He takes her back to his canyon where their son is born and dies. His son's death makes Little Bear decide to return to the tribe. He learns "A man must be certain that his heart speaks the truth to him. One man cannot change a tribe. But one man can live with a tribe and not let it change him too much."

This novel of less than 100 pages is deserving of study by an entire class. Plot and characterization are strong and the author's style has a lyrical beauty well suited to the theme of the conflict which ensues when man tries to exist apart from society. It is most appropriate for high school.

Villarreal, Jose Antonio. POCHO. Doubleday, 1959. 187 pages. Anchor (Paper). $1.45.

Villarreal is the first man of Mexican parents to produce a novel about the millions of Mexicans who left their fatherland to settle in the United States. His book has immense historical value. It can be studied as a novel that documents the intellectual-emotional evolvement of Mexican Americans in a chronological sense. To the many young Mexican Americans who are seeking an identity in their cultural heritage, the pocho represents much of what they seek to change.

The novel is about the Rubio family. It begins when the father, who fought in the revolution, flees to the United States and continues to the World War II period. Santa Clara County in California is the setting. Rubio's son, Richard, is the protagonist. He encounters the many problems faced by the second generation Mexican American. The period in which he grows up and searches for his identity is one in which most Mexican Americans strove for integration. Chicanos today may find Richard's solutions unacceptable. However, his story is important as the revelation of opinions prevalent in the recent past.

The novel is appropriate for high school and useful in ethnic studies.

Walker, Mary Alexander. YEAR OF THE CAFETERIA. Bobbs - Merrill, 1971. 142 pages.

Azure is a Black girl who reluctantly moves from Louisiana to California during her senior year of high school. Miss Alby, Azure's grandmother, arranges for her to work under the older woman's direction in the school cafeteria. Here she will get to know more of the students and profit, as the whole school does, from Miss Alby's advice about getting along in life. When tragedy strikes the admired grandmother, Azure is faced with handling two potential love affairs through an emerging maturity that the tragedy forces upon her. The author skillfully uses a racial mixture of characters and depicts well the problems one faces, Black or white, in growing up.

Walter, Mildred Pitts. LILLIE OF WATTS TAKES A GIANT STEP. Illustrated by Bonnie Helene Johnson. Doubleday, 1971. 187 pages. $3.95.

This is the story of a thirteen-year-old girl making the transition from elementary school to junior high in predominantly Black Watts in the Los Angeles urban area. She goes through the usual trials and tribulations of adolescence - the battles with her mother over hand-me-down clothes and skirt lengths, embarrassment over carrying a brown bag lunch, and conflicts with uppity girls in her class.

Lillie is also bored with dull classes. She becomes a member of the African Culture Club and begins to realize that being Black presents her with a whole new set of responsibilities. This novel provides easy but thoughtful reading for reluctant readers.

Waters, Frank. PEOPLE OF THE VALLEY. Sage, 1941. 310 pages. $5.00. Paper $2.50.

The central theme of the story is the struggle of the primitive people of the valley against progress. Progress is represented by a dam which will take the land from these people whose entire existence is dependent on that land. Because of the simplicity of style and the power of its message it should prove readable for almost everyone.

Maria watches the evolution of her people in a beautiful valley during the gradual invasion by the white man intent on building a dam on land the Mexicans long have inhabited. Treated as a witch in her younger days, Maria eventually becomes the strongest person in the valley, one to whom all turn for advice. She leads the unsuccessful struggle against being displaced from the valley, bargaining for time until the whites guaranted her people another undeveloped area. In her old age, Maria goes blind, and the people move out of the valley upon instructions from her as she quietly pulls a blanket up over her frail 90-year-old body and dies. Thus is fulfilled her prophecy that neither she nor they would ever see the white man's dam.

SHORT STORIES

Adoff, Arnold. BROTHERS AND SISTERS. Macmillan, 1970. 237 pages. $5.95.

These twenty modern short stories by Black Americans span forty-years from the Harlem Renaissance of Langston Hughes to the contemporary period. All of them are about the young brothers and sisters. Some were born in the rural South, others in Harlem. They are many different shades of color and experience all degrees of sadness and happiness. They portray Black life vividly and movingly. The tragedies of their lives are those of all human beings but they are made more painful and bitter by the prejudice which afflicts Black people in white America.

These stories are of high literary quality and should appeal to high school students. Some require greater maturity on the part of the reader than do others. There is a brief biographical note about each author at the end of the book.

Bambara, Tony Cade. TALES AND STORIES FOR BLACK FOLKS. Doubleday, 1971. 164 pages. Paper $1.75.

This book is part of the Doubleday Zenith Series which aims to present the "history and culture of minority groups in the United States and their participation in the growth and development of the country." "Our Great Kitchen Tradition" includes seven short stories, some by recognized, previously published Black writers and others by little known members of such local groups as Fort Green Young Writers Project in Brooklyn, New York. The title of the section refers to the proud oral tradition of Black people, the truth spoken in the kitchen when Blacks are alone.

"Rapping About Story Forms" presents fables and nursery type tales developed by Black people in Africa and America. Frequently they convey sharp criticism of the establishment with irony and humor.

As the title indicates, the book is addressed to young Black people. "Some Notes on the Authors in This Book" is unique. It is literally the editor's letter of advice to her young readers on their reading. In a charming informalese she suggests book titles, study projects, visits to Black book stores, and the like.

Clarke, John Henrik. HARLEM. Signet New American Library, 1970. 222 pages. $.95.

Clark brings together in this volume samples of the short fiction of twenty Black writers for whom Harlem is a source of literary creation. Some are set in the period when "the Negro was in vogue," others in the present of the Black literary renaissance. All evoke moods of Harlem. The many threads of love, optimism, despair, and understanding of the ghetto unite these stories.

Authors represented include John P. Davis, Claude McKay, Countee Cullen, Rudolph Fisher, Dorothy West, Ann Petry, Chester Himes, Langston Hughes, James Baldwin, John Henrik Clarke, William Melvin Kelley, Paule Marshall, Clayton Riley, Le Roi Jones, Ray J. Meaddough, John Oliver Killens, Lorraine Freeman, Maya Angelou, Louise M. Meriwether, and Loyle Hairston. While all have previously been anthologized, they are represented here by selections different from those in other collections.

This volume is appropriate for individualized reading in high school. Because the life portrayed is one of harsh reality several of these stories contain situations and language to match that reality. Both, however, are artistically appropriate.

Gaines, Ernest J. A LONG DAY IN NOVEMBER. Dial, 1971. 137 pages. $4.95.

This story is one of five long stories collected in Bloodline. That volume displays the author's knowledge of the rural South and his unique artistic capacity to portray the comedy and pain of its present turmoil. His language is remarkable for evoking perfectly the sound and sense of people's speech.

In this story a very little boy observes his father as he tries to save his marriage. The account of the father's efforts is both comic and deeply moving. Every secondary school student should have the opportunity to sample Gaines' writing. This story would serve as a fine introduction to the work of this Black author.

Kissin, Eva H. STORIES IN BLACK AND WHITE. Lippincott, 1970. 315 pages. $4.95. Paper $1.95.

Black and white writers highlight in this powerful short story collection the alienation that exists between the races today. The characters in the stories include the old and young, Northerners and Southerners, Americans, Europeans, and Africans. Their lives mirror the impact of prejudice. In the words of the editor, "These fourteen stories about race relations provide rich insights into the way each group thinks and reacts." They enable the reader to get inside another's skin and to experience vicariously the loneliness and frustrations of being Black. The authors included are Charles W. Chesnutt, Ann Petry, Richard Wright, Frank Yerby, Ralph Ellison, James Baldwin, Nadine Gordimer, Bernard Malamud, John Updike, Muriel Spark, William Faulkner, Mike Thelwell, Tess Slesinger, and Willard Motley.

POETRY

Adoff, Arnold. BLACK OUT LOUD. Macmillan, 1970. 86 pages. $4.95.

The editor, a poet and a teacher in the public schools of Harlem and the upper west side of Manhattan, has combined in one slender volume the works of promising young Black poets and those of mature artists such as Langston Hughes, Gwendolyn Brooks, Le Roi Jones, and Margaret Walker. Their work reflects the Black experience, and most poems are contemporary. High school students could read most selections with ease. Younger students could enjoy some selections read aloud.

The book is organized under six thematic headings – Black All Day; I Am; and You Are Loved, Awake or Dreaming. A striking appropriate black and white drawing by Alvin Hollingsworth precedes each section. There is a brief biographical note on each poet, and there are indices to titles, authors, and first lines.

Angelou, Maya. JUST GIVE ME A COOL DRINK OF WATER'FORE I DIIIE. Random House, 1971. 48 pages. $4.95.

This collection of poetry is remarkable and beautiful like its stunning creator. Maya Angelou gives poetic voice to both the regal woman and the street girl, and she delineates in moving language the price the Black woman has paid to survive.

In the first section, "Where Love Is a Scream of Anguish," appear poems of love and nostalgic memory. In the second part, "Just Before The World Ends," the poetry portrays the confrontations which are an inevitable part of a racial society.

The themes of many of the poems are universal themes of love, pain, and loneliness, and there are no clues in them as to the poet's skin color. The book is appropriate for high school.

Astrov, Margot. THE WINGED SERPENT, AN ANTHOLOGY OF AMERICAN INDIAN PROSE AND POETRY. John Day Co., 1946. 366 pages Paper (Putnam). 1962. $2.45.

The contents of this volume are selected from ten culture areas of Indians of North and South America. The poetry is selected from the ritualistic observances of Indian life, rain songs, war songs, songs of the departing spirit, formulas to destroy life, and many other sources. The prose selections represent speeches, childhood recollections, and similar narratives. The editor has contributed an introduction, a chapter on the power of the word and one on the influence of Christianity upon the Indian cultures. The bibliography is extensive.

Some selections could be read to elementary school students. Much of the poetry is difficult to read because the style is spare; a few words carry a heavy freight of meaning.

Brandon, William. THE MAGIC WORLD-AMERICAN INDIANS SONGS AND POEMS. Morrow, 1971. 145 pages. $6.00 Paper $2.50.

This collection of songs and poems has been drawn from legends, rituals, songs, tales, poems, and myth cycles collected by explorers, soldiers, vagabonds, teachers, traders, missionaries, and ethnographers from all parts this hemisphere during the past four and one half centuries. The editor, in a this anthology, consulted hundreds of volumes.

Brandon treats this material as literature, not as anthropological data. Most selections have been adopted from literal translations for this purpose, and much repetition has been eliminated. The world these poems and songs celebrate is one of natural truth and beauty where men are free from tyranny and toil. Brandon says in his introduction that this magic world influenced the course of literature in Europe and later in America.

Most of the selections are anonymously authored. Proceeds of most royalties have been assigned by the editor to Rough Rock Demonstration School in Navajo country, Chinle, Arizona, Brandon is currently conducting a seminar on American Indian literature at California State College at Long Beach.

This volume is a valuable addition to the poetry collection of a high school library.

Gonzalez, Rodolfo. I AM JOAQUIN. LaCausa Publications, 1967. 20 pages. $2.00.

This epic poem portrays the Chicano's past. The central figure, Joaquin, is the voice of the Chicano nation. Through his exploits and fortunes the poet traces the precolumbian heritage, the gauchupin conquest, and the colonization of the Azteca empire which followed, the Meztizo and his battles in search of a new order, the clashes with Anglos in the Hispano Southwest, the trials of the immigrant in rural and urban areas, and the now battle for liberation of the Chicano. The poem is printed in both English and Spanish.

Rodolfo Gonzalez, the poet, is the son of a migrant worker who has been a boxing champion, a packing house worker, lumber jack, businessman, and farm worker. He has long been active in the civil and human rights struggle for the Mexican American.

Jones, Hettie. THE TREES STAND SHINING. Dial Press, 1971. 32 pages. $4.95.

Thirty-two simple and beautiful brief poems grace the pages of this lovely book. They are really songs – prayers, short stories, lullabies, and war chants. The poems tell how American Indians felt about this world, all they saw in the world, and what they did in their lives. They are grouped by subject, and the tribal sources are cited. A final page lists printed sources of individual poems. Fluid and colorful paintings by Robert Andrew Parker face each page and evoke the moods and images of the poetry.

Jordan, June. SOULSCRIPT. Doubleday and Co., 1970. 147 pages. $1.75.

The editor, herself a poet, has brought together in this volume Black poetry by traditional poets, younger, contemporary poets, and also teen-aged artists of the word. She has considered the demands of literary excellence and provided a wide range of theme and form while following the dictates of her heart. She believes "poetry turns the individual drama of being human into words."

There are seven themes: "tomorrow words today," "all about the always first", "hero hymns and heroines," "corners on the curving sky," "saying the person," "black eyes on a fallow land," and "attitudes of soul." A brief biographical note is included on each poet and provides a guide to further reading. There is an index of authors and of first lines. The book seems best suited for senior high school. The first section might inspire readers to create their own poetry because "tomorrow words today" is made up of the writing of teenagers.

Jordan, June and Bush, Terri. THE VOICES OF THE CHILDREN. Holt, Rinehart and Winston, 1970. 101 pages. $3.95. Paper $1.95.

This collection of poetry and bits of prose is by 25 Black and Puerto Rican young people ranging in age from nine to seventeen; most of them are thirteen or fourteen. It grew out of a Saturday morning creative writing workshop in Brooklyn conducted by the Black poet June Jordan and a teacher, Terri Bush.

The young people express their thoughts and feelings about peace, love, hope for the future, ghetto life, racism, riots, school, Blackness, nature, and self identity. June Jordan's afterword describes the workshop and includes a photograph of each contributor.

The writing of these young people about today's world and its problems is vigorous, sensitive, and insightful. It appears the way the children wrote it. The only editing done was that requested by the children. They wanted spelling to be accurate so their message would be received. Though their feelings often run high only one four-letter word appears; one is suggested by dashes. The volume might well inspire young readers to similar creative efforts.

Merriam, Eve. I AM A MAN. Doubleday. $3.95.

Eve Merriam dedicates this short and simple rendering of the highlights of Martin Luther King, Jr's. life to the memory of this civil rights leader. The poetry, in couplet form, is uneven, sometimes achieving an authentic poetic quality, sometimes almost forced. The pencil drawings by illustrator Suzanne Verrier are beautiful and evocative. The book should appeal to all ages.

Murphy, Beatrice M. EBONY RHYTHM. Books for Libraries Press, 1948, reprinted 1968. 162 pages. $6.50.

This collection is of both poetic and historical interest. In the late forties the editor brought together these poems by Black writers that had previously appeared in a variety of publications. The selections vary a great deal in quality, and many are in a form and style associated with more romantic literary periods. Many are about universal themes but many others reflect the Black man's experience in America. The problems the latter works deal with are not unlike the concerns of the seventies but the view expressed by the writers differ somewhat from the views of contemporary poets.

Parks, Gordon. GORDON PARKS: WHISPERS OF INTIMATE THINGS. Viking, 1971. 78 pages.

This volume includes some of the best of Gordon Parks' lifelong collection of photographs. Many of these are accompanied by words that convey the same message as the picture. Both words and pictures show the creative intelligence and imagination of one of the world's truly great photographers at work. The whole is a sensitive commentary on life by a mature man who happens to be Black. It is appropriate for senior high.

Parks, Gordon. A POET AND HIS CAMERA. Viking Press, 1968.

A man who is a superb artist with both words and film has used both with grace and artistry to convey his view of life. There are pictures of animals, children, beautiful women, men in various actions, town, and nature. They enrich the accompanying poems as the poems enrich the pictures. The book quite evidently is the work of a sensitive man who sees with his eyes and his heart. It is appropriate for senior high.

Pool, Rosey E. BEYOND THE BLUES. Hand and Flower Press, 1962. 188 pages. $1.95.

The anthology includes contemporary poetry by American Blacks - 50 men and women who range in age from 17 to 94. These poems were submitted to Dr. Pool, who was born in Amsterdam; discovered Countee Cullen in 1925 and developed a life-long interest in the poetic self-expression of America's darker ten per cent; survived imprisonment by the Nazis; and after World War II conducted talks, readings and discussions by and about Black poets on television in Detroit.

Dr. Pool found the poetry submitted so diverse and rich that she published it in alphabetical order according to the names of the poets. In her words "The Beatnik, the protest guy, the rhythm fellow and the unruly or esoteric brothers in poetry speak for themselves." All of them deserve a place beyond the blues. A brief biography of each poet - in part in their own words - introduces their selections. This volume is most appropriate for the senior high school. It is useful because it includes any selections not previously anthologized.

PROSE NON-FICTION

BIOGRAPHICAL MATERIALS

Alexander, Rae Pace and Lester, Julius. YOUNG AND BLACK IN AMERICA. Random, 1970. 140 pages. $3.95.

This volume includes chapters from books by Richard Wright, Frederick Douglass, Daisy Bates, Malcolm X, Jimmie Brown, Anne Moody, Harry Edwards, and David Parks. Each delineates through his personal experience what it means to be young and Black in America. All are people of uncommon ability and courage, but none has been spared the indignity and injustice meted out to Black Americans. Their experiences are portrayed with realism, and the language is frank. There is, of necessity, some profanity and obscenity. The book is appropriate for individual mature high school students who may well decide to read the books sampled.

Rae Pace Alexander compiled the volume and Julius Lester prepared introductory notes for each selection. The bibliography provides information about the availability of the eight books sampled in hardback and paper versions.

Angelou, Maya. I KNOW WHY THE CAGED BIRD SINGS. Random House, 1969. 281 pages. Paper (Bantam) $1.25.

An indomitable Black woman with a poet's gift and a basic faith in man's capacity to love tells her story with charm and candor. It begins when she and her brother Bailey are sent to live with their grandmother in Stomps, Arkansas. The store she runs for the Black community is the center of their life. There white people, even unseen, rule. Mingled with the sorrows prejudice engenders are joys connected with family and religion. Eventually the children go to live with their mother in California and learn the truth about her and their father.

The pains of adolescence are intensified for Maya, a thin, awkward girl, because she is Black. Her independence is hard won, almost miraculous, certainly an inspiration. The incident of rape and the birth of a child out of wedlock are handled honestly, sympathetically, and in good taste.

Baez, Joan. DAYBREAK. Dial Press. 1968. 159 pages. $3.95. Paper (Avon) $.95.

This rambling, episodic story of Miss Baez's life is dedicated to the young men who are imprisoned for resisting the draft. The author herself is a sensitive person; her message is that humanity must develop non-violent methods to resist evil or perish by violence. She loves life and wants to preserve it.

The book is not written in any usually recognized style. It is in reality a series of random thoughts and reminiscences which provide interesting insights into the personality and character of Miss Baez. The form would make it a relatively difficult book for the youthful reader. There are no transitions to carry the reader along and so the reading requires a perseverance not characteristic of all adolescents.

Barrett, S. M. GERONIMO: HIS OWN STORY. Dutton, 1970. $6.95. Paper (Ballentine) $1 25.

This account was taken down by an interpreter and edited by an Oklahoma school teacher when Geronimo and his people were prisoners of war at Fort Sill. Geronimo's story is that of the constant Apache struggle to maintain freedom during the period the white man consolidated the West. Frequently his enemies were Mexicans.

Geronimo was not a hereditary chief; he was proclaimed a chief because of his extraordinary natural intelligence and skill as a fighter. His story is primarily one of heroic and often horrifying warfare. In spite of his valiant efforts, he never realized his wish to return with his people to his father's land.

While much of the autobiography is concerned with deeds of war. it also includes Geronimo's vivid recollections of his early life, his family and his life as a prisoner, and his descriptions of the origins and customs of the Apaches the tribe's unwritten laws, and his religion.

The style is narrative and the book is divided into brief chapters. The reading is not difficult. Geronimo's story casts light on this historical period and on the culture of the Apache people.

Chisholm, Shirley. UNBOUGHT AND UNBOSSED. Houghton Mifflin, 1970. 177 pages. $4.95. Paper (Avon) $.95.

The author is the first Black woman elected to the Congress of the United States. The title of her autobiography summarizes both her life and her ideal for all political candidates.

Mrs. Chisholm was born in Brooklyn in 1924 to Barbadian parents. She spent her childhood in Barbados with her grandmother, one of the few persons whose authority she never dared defy or question.

Most of the book is devoted to her life in politics. It is especially relevant in this presidential election year and should prove useful and interesting to secondary school students. The racial awareness which developed during Mrs. Chisholm's formative years made her resolve to do something for the Black community. She began on the lowest rung of the ladder in Brooklyn's boss-run Democratic Clubhouses. Mrs. Chisholm has worked within it to fight for the rights of people of color, women, and poor people. She believes fervently in the ideals on which this nation was founded and wants the nation to deliver on its promise. This requires political candidates "unbossed and unbought."

Decker, Sunny. AN EMPTY SPOON. Harper and Row, 1969. 115 pages. Paper $.95.

For two years Sonny Decker bright, right schools, right side of tracks English teacher, faces a variety of Black students in a ghetto school in Philadelphia. Perhaps the charm of this book for many young readers is Mrs. Decker's frank disclosure of her own distaste for school, her boredom, her mistrust of the system. Perhaps the value of the book lies in her growing awareness of the existence of problems that do not seem solvable, such as prejudiced teachers, a growing Black power movement, and apathetic teachers and students as well as defeated students and teachers. The book is an odd mixture of Mrs. Decker's humble admissions of her own fear and ignorance and descriptions of specific teaching techniques, encounters, and experiences that seem to belie the fear and ignorance. It is popular with high school students.

Ewers, Carolyn H. THE LONG JOURNEY. Signet, 1969. 126 pages. $.60.

In this brief work Carolyln Ewers has captured the heartbeat of a man born in poverty, lacking an education but graced with a magnificent physique, a latent talent and a determination that thrust him from circumstance to circumstance to the pinnacle of success.

Sidney Poitier, son of a poor farmer, was born on Cat Island, a little known area of the British West Indies. This work deals briefly with the ensuing early years and emphasizes the young adult years as he struggled to establish himself in the world. Later as a young actor, he faced bigotry and prejudice. It is not a plea for sympathetic understanding, rather a story of a Black man who makes it. Students in Grade 8 and above will find this interesting reading.

Fax, Elton C. CONTEMPORARY BLACK LEADERS. Dodd Mead, 1970. 243 pages. $4.95.

The author tells the stories of fourteen Black men and women who in their different ways have played important parts in the battle to win full citizenship for Black people. His thesis is that all true Black leaders, whether they are labeled militant or "moderate", are united in their common goal. They want change.

Included in this volume are the stories of Malcom X, Bayard Rustin, Whitney M. Young, Jr., Coretta Scott King, Roy Wilkins, Thurgood Marshall, Floyd B. McKissick, Fannie Lou Hamer, Charles Evers, Carl B. Stokes, Richard Gordon Hatcher, Edward W. Brooke, Kenneth Bancroft Clark, and Ruby Dee.

Mr. Fax's prose is lucid and very readable. He manages to pack a great deal of information into a few pages. The book is useful for acquainting secondary school students with a variety of contemporary Black leaders.

Fenderson, Lewis H. DANIEL HALE WILLIAMS, OPEN-HEART DOCTOR. McGraw-Hill, 1971. 128 pages.

Daniel Williams was eleven years old when his father became ill and the family members had to separate and begin earning their own way. After considering several fields of work, he studied medicine and became a prominent surgeon. Dr. Williams' prime goal, which he did accomplish, was to provide hospital services for all people, regardless of color. Although a Black man, his light coloring brought considerable misunderstanding and opposition from his own people.

Provident Hospital in Chicago and Freedman's Hospital in Washington, D.C. both became prominent in developing new methods and policies as a result of Dr. Williams' leadership. He is acknowledged as the first surgeon to operate successfully on the human heart.

This is a very laudatory account. The doctor is protrayed as incapable of making a mistake. In a way this detracts from the portrayal. He would seem more believable if he were pictured as sharing some of the frailties humans have. However, there exists a real need for books which will bring to light the accomplishments of great men and women from minority groups. This volume is one in a series, Black Legacy Books, designed to provide young adolescents with easy-to-read life stories of Black Americans who have contributed significantly to the whole spectrum of American culture.

Fox, Chief Red. THE MEMOIRS OF CHIEF RED FOX. McGraw-Hill Book Co. 1971. 208 pages.

Chief Red Fox, assisted by Cash Asher, journalist and former Executive Director of the American Indian Defense League, developed these memoirs from more than 75 years of notes kept by the chief who has lived 101 years. His story is that of the Red man's fight for survival. In spite of the injustice he has seen, the Chief, who fought in World War I, loves this country and closes his memoirs with a prayer for love for all mankind. He tells the story of his long eventful life with simplicity and charm. Both junior and senior high school students could read this book.

Fukuda, Hanako, with the editorial assistance of Mark Taylor. WIND IN MY HAND. Golden Gate, 1970. 63 pages. $4.95.

This is the story of an eighteenth century Japanese haiku poet based on the autobiographical notes in his own diary. It recreates his lonely childhood as a motherless boy in a household with a busy father and an unsympathetic stepmother. He chose the name Issa, meaning cup of tea, a common and humble thing, because he wanted to create poetry loved for its simple beauty.

His poetry, sensitively translated by Hanako Fukuda, conveys beautifully and simply the delight to be found all about us and the sense that lovely things are fleeting but never lost because they live in our memories. The author was born in Japan but made her home in the United States after World War II. She is a talented musician with a degree in music education from the University of Southern California. Lydia Cooley, a distinguished painter who has traveled in Japan, did the imaginative drawings which accompany the text.

Though the book is designed for a young audience, it will delight readers of all ages.

Galarza, Ernesto. BARRIO BOY. University of Notre Dame Press, 1971. Paper $3.95.

This is the true story of a boy born in a mountain village in Mexico who is now a respected scholar and writer in the United States. When the revolution came to Mexico, his family left their village to seek safety and work in the city. They made many subsequent moves as the turbulent Revolution made life uncertain and finding work difficult. Like many other Mexican families, they decided to come to the States. The Galarzas settled in the Sacramento barrio where meetings with many nationalities and contact with American life and education helped shape the author. The family unit remained strong despite the vicissitudes of their life, and the author grew up to be a self-confident, competent adult.

His story of life in the barrios of both Mexico and the United States is reading that delights. Galarza recreates all the experiences of the senses so that the sights, sounds, and smells of life can be experienced vicariously. He does this with humor and charm. The enormous amount of detail may deter the reader who is concerned only with a story line. The autobiography will appeal to mature students in the upper years of high school. When a situation requires dealing with the sordid side of life, the author's language is still genteel.

Hoexter, Corinne K. BLACK CRUSADER FREDERICK DOUGLASS. Rand McNally, 1970. $4.95.

This is a useful, carefully researched study of the life of this great Black man. President Lincoln once said in an interview that he regarded him - considering the condition from which he had risen, the obstacles he had mastered, and the position of leadership he had gained - as being among the most meritorious of men, if not the most meritorious man, in the United States. The author presents all of his many-faceted career: lecturer, activist, editor, public servant and spokesman for many causes, including universal education and women's rights.

Douglass' life, as well as his own words, raises the fundamental question which must be answered: "Whether American justice, American liberty, American civilization, American law and American Christianity could be made to include and protect alike and forever all American citizens in the rights which have been guaranteed to them by the organic and fundamental laws of the land."

A comprehensive bibliography provides a basis for an intensive study of this great man "who spoke in season and out for his race."

The book is carefully indexed so that people, events, and publications which figured prominently in his life can be traced by those who use it as a reference. Photographs and prints enhance the book. Because of the mass of historical detail the book contains, it is probably most appropriate for secondary schools.

Lacy, Leslie A. CHEER THE LONESOME TRAVELER: THE LIFE OF W.E.B. DUBOIS. Dial Press, 1970. 183 pages. $4.95. Paper: (Laurel Leaf Dell) $.75.

This sympathetic biography by one of DuBois' Black admirers is a beautiful book. Relevant poetry by Black writers and thought-provoking black and white drawings by James Barkley introduce each chapter. The title derives from one of DuBois' favorite Negro spirituals.

Lacy knew DuBois only briefly in Ghana. His book begins and ends with DuBois' funeral there. In the pages between, he pictures the young DuBois a child of the Civil War. He was of mixed blood, aristocratic and proud, and for a time shared the values of his upper class schoolmates. At Fisk, Harvard, Atlanta, and in Europe his horizons broadened. Lacy tells of his work with the Niagara movement, the N.A.A.C.P. and The Crisis; explores his differences with Booker T. Washington and Marcus Garvey; and traces his commitment to Africa and socialism.

The author himself does not accept communism as his alternative. As a matter of information, he includes in appendices DuBois' Final Statement on Communism, 1959, and his Message to the All-African Congress in 1958. A list of books and major articles by DuBois conclude the volume.

This is a much needed book to clarify DuBois' influence on the Black struggle for equality, for DuBois really articulated the problem of the twentieth century as that of the color line. His inner struggles are mirrored in the larger Black community today. This historical background needed to understand the book may exist only at the high school level. Gifted students in the upper years of elementary schools might do extensive profitable research into the civil rights movement as a result of reading this biography.

Lacy, Leslie Alexander. THE RISE AND FALL OF A PROPER NEGRO. Macmillan, 1970. 224 pages. Paper (Pocket Book) $1 25.

This autobiography should persuade its readers that all Black people, whatever their economic or social status, have experienced prejudice. Full awareness of its impact simply comes earlier and through more grossly cruel experiences for some Blacks than for others.

The author was born into a wealthy middle class Black family in Louisiana. His father, a doctor, communicated with both Town One (the Anglos) and Town Two (the Blacks) but when one of his friends, a young dentist,organizes a group to help the people in Town Two, the elder Lacy, because of his association with the dentist, is literally driven out of town. Young Lacy does not become aware of this until later.

His father, whose efforts for Black people focus on improved education and working conditions, sends him to Palmer, an institution designed to help Blacks accept the System with grace and good manners. Young Lacy loves the school but is uncomfortable with its contradictions. At college in Boston he is faced with the problems of living in an integrated situation and meets a white girl who helps set in motion the radicalization of the "proper Negro." Lacy is shocked into self-awareness by an America he never knew and by his experience in an Africa quite different from the Africa he had imagined.

Lacy closes the book with a statement about the responsibility his generation has for making the revolution of the young easier. He says, "The issues must be clarified. And Black people must always have the heart to be critical of each other, from a point of commitment and love."

Longsworth, Polly. I, CHARLOTTE FORTEN, BLACK AND FREE. Crowell, 1970. 248 pages. $4.50.

This moving and delightful story of Charlotte Forten draws heavily on the journal she kept. The author uses first person and captures the language of the period in which the events took place. The book opens when Charlotte Forten, at 16, comes to Salem. Her home was Philadelphia. Coming to Massachusetts, the cradle of abolition in 1854, was a special and peculiar experience for her for she was Black. Although she was born free and belonged to the prosperous Fortens, who were sailmakers, she was still subject to cruel discrimination. She met Garrison, Phillips, Whittier, Frederick Douglass, Williams Wells Brown, Harriet Tubman, and many more.

Charlotte Forten became a teacher and took part in the Port Royal experiment, teaching in schools for newly freed slaves of South Carolina. Her reflections on Emancipation, President Lincoln, the "peculiar institution" of slavery, and the human potential of Black people are significant. This book adds much to the understanding of our country's history.

Lowe, Pardee. FATHER AND GLORIOUS DESCENDANT. Little Brown and Company, 1943.

This charming autobiography tells with humor and skill the story of the triumph of a sturdy nimble-witted Chinese immigrant. He fled famine and poverty in his native China and became a potent civic figure in San Francisco's Chinatown during a period in American history when prejudice against the Chinese ran high and many forces were at work trying to exclude the Chinese. His original plan had been to return to China, but the money he had amassed in America as a successful merchant was exhausted by his marriage and the redemption of the family homestead in China.

He reared his children in such a way that they could function effectively in their Chinese family and in American society. They, of course, came face to face with prejudice and not infrequently the two cultures conflicted. Glorious Descendant was educated at Stanford in spite of some opposition from his father, and made significant contributions to the Chinese relief effort during the Sino-Japanese conflict. He also publicized by lecturing at the World's Fair in San Francisco the concept of the Pacific as a World Center. Both endeavors made his father very proud of him.

Marquis, Thomas B. WOODEN LEG: A WARRIOR WHO FOUGHT CUSTER. University of Nebraska Press, 1931. (Paperback reprints 1962, 1965, 1967, 1971). 384 Pages. $1.90.

Wooden Leg, one of the Indians who took part in the Custer-Reno battles, tells what he remembers about that tragic encounter. His story may be controversial because it presents new, hitherto unheard of views and conclusions in which the Indian narrator and the white man interviewer seem to agree. Crazy Horse, Gall, and Crow King, heroes in other accounts, are given little credit in this account. The third chapter gives valuable insights into the Cheyenne way of life.

This biography is appropriate for senior high school students interested in Indian culture. Incidents in the account are not always closely related so the burden of connecting events in the story falls on the reader.

Neihardt, John G. BLACK ELK SPEAKS. University of Nebraska Press, 1961. $1.50.

Black Elk, a holy man of the Oglala Sioux, tells his life story through interpreters. The book covers the period from Custer's Last Stand at the Battle of the Little Big Horn to the Massacre of the Indians at Wounded Knee. Black Elk is old and nearly blind when he tells his story. His chief purpose was to save his Great Vision for men. This interest in the things of the Other World is no doubt the reason this book is so popular now.

Fifteen Indian drawings illustrate his authentic story.

Adapted by Nemiroff, Robert. TO BE YOUNG, GIFTED AND BLACK. Prentice Hall, 1969. 266 Pages. $8.95. Paper (New American Library, 1970) $.95.

Lorraine Hansberry's husband has woven a tapestry of selections from her published and unpublished works. It delineates with art and clarity what it is like to be young, gifted and Black in white America. While Miss Hansberry never minimizes the prejudice and pain in that experience, she is unwavering in her belief in the innate possibilities of human nature, an optimist.

This remarkable woman, who died of cancer at thirty-four, was the only Black to win the New York Drama Critics Circle Award for the Best Play of the Year. Her husband has published in this volume a work for the stage, begun as a radio program commemorating the second anniversary of her death. It ultimately became a play, the longest running new play of the 1968-69 off-Broadway season.

Robinson, Sugar Ray with Anderson, Dave. SUGAR RAY. Viking Press, 1970. 376 pages. Paper (New American Library) $.95.

Sugar Ray, one of boxing's most glamorous figures, tells the story of his life with simplicity and charm. He was born Walker Smith but took the name Ray Robinson when he substituted for him. A fan added "Sugar" to this name.

Robinson describes his training for the Golden Gloves program and tells how he achieved fame as a boxer. He is as honest about his failures as successes. His discussions with Joe Louis and Cassius Clay add interest.

Young adults interested in sports should enjoy this book. Robinson's motto, reiterated throughout the book, is "You can't live in this world hating people."

Udall, Louise. ME AND MINE-THE LIFE STORY OF HELEN SEKAUPTEWA. University Arizona Press, 1968. 260 pages. $3.95.

This is the life story of a Hopi Indian woman who gave up many of the traditions of her family and tribe to adapt to modern times. Without dramatics, she tells of the everyday problems associated with adapting to new ways. Her story is rather long and might not hold the attention of the average young reader.

The book is illustrated in black and white, and maps provide orientation to the area where the Hopi lived.

This story is recommended for individualized reading in senior high school. Teachers who recommend it need to be aware that one chapter deals with Helen Sekauptewa's conversion to Mormonism.

BACKGROUND MATERIALS FOR STUDENTS

Bayliss, John F. BLACK SLAVE NARRATIVES. Collier-Macmillan, 1970 221 pages. $1.50.

Twenty-five excerpts from slave narratives give a dramatic, honest, poignant panorama of slavery from the viewpoint of slaves who suffered under the system. They are arranged topically under these headings: The Africans, Master and Slave, Slaveholder Brutality, The Family, The Women, Superstition, Adventure, Revolt, and Escape. Among the better known figures speaking out are Gustavus Vassa, Frederick Douglass, Harriet Tubman, and Nat Turner.

In a useful introduction the editor discusses the relevance and availability of slave narratives and suggests approaches for the study of these materials.

Brown, Dee. BURY MY HEART AT WOUNDED KNEE: AN INDIAN HISTORY OF THE AMERICAN WEST. Holt, Rinehart and Winston, 1970. 475 pages. Paper (Bantam) $1.95.

This is a documented history of the white man's invasion of Indian Territory told from the Indian's point of view. The author relates incident after incident of battles, massacres, and broken treaties. Included are direct quotes from Indian speakers, excerpts from treaties, photographs, notes for each chapter and an extensive bibliography.

It is a useful reference for teachers and for advanced high school students of American history.

CHRONICLES OF AMERICAN INDIAN PROTESTS. Compiled and edited with commentaries by the Council on Interracial Books for Children. Fawcett Premier Books, 1971. 375 pages. $1.25.

This book contains 76 documents which serve to fill in gaps left in history books. The period covered begins with King Philip's cry for revenge, in New England in 1675, and continues to the protest activities of Indians today.

Clark, Ann Nolan. CIRCLE OF SEASONS. Farrar, Straus, and Giroux, 1970. 113 pages. $3.95.

The author, who has been teacher, counselor, and friend to the Pueblos for more than a quarter of a century, describes their celebrations of seasonal changes. She presents all the ceremonies and rituals outsiders are privileged to witness. These are a delightful blend of old and new, seriousness and gaiety, Indian, Spanish and American traditions. Predominant is the attitude of reverence for the earth and the life it gives and sustains. Very moving is the prayer of thanks to the deer "for permitting themselves to be sacrificed for the continuing life of their brothers, the Indians."

The book is a valuable resource for understanding the Pueblo culture. The beautiful way in which it is told reflects the genuine respect of the author for these people. The book can be read independently by students in the upper elementary grades. The content is of interest to readers of all ages.

Deloria, Vine. CUSTER DIED FOR YOUR SINS. Macmillan, 1969. 279 pages. Paper (Avon) $1.25.

The author, a full-blooded Indian, describes in detail the Red man's situation in America. He is highly critical of the political, social, and religious forces that have left the Indian the least understood citizen in America.

In 1964 Deloria was appointed executive director of the National Congress of American Indians, a post he held for three years. He has written numerous magazine articles and two books and is one of the most articulate spokesmen for Red Power. His writings are required reading for anyone who wants to understand the Red Power movement. The book is appropriate for individualized reading and research in high school.

Erdoes, Richard. THE SUN DANCE PEOPLE, THE PLAINS INDIANS, THEIR PAST AND PRESENT. Alfred A. Knopf, 1972. 215 pages.

The author compares the traditional and the modern life of the plains Indians. He recounts their history from the time before the western exploration to the Mount Rushmore incident in 1970. Many photographs and illustrations are included. High school students in grades 10-12 will find this a valuable resource for research in Indian culture.

Guy Rosa. CHILDREN OF LONGING. Holt, Rinehart and Winston, 1970. 140 pages. $3.97. Paper (Bantam) $.75.

Twenty-five young Blacks of the North and South, the ghetto and the plantation, who range in age from 13 to 23, write about their lives and aspirations. These essays explore their awareness of self and their relationships to other Blacks and to white society. The honest and perceptive word pictures they paint are painful to contemplate for these young people have endured the unbearable. The unfairness of their lot is heartbreaking in its absence of logic, reason, and often common decency.

As Julius Lester points out in the introduction, Rosa Guy has helped us become more human by helping us really see young Black people as they are. Such honesty requires language which is frank and scarcely pretty but it is artistically appropriate. Teachers might select to read aloud those appropriate for their students. The volume should speak eloquently to young white high school students whose lives have been privileged and sheltered.

Lamb, Ruth S. LATIN AMERICA-SITES AND INSIGHTS. Creative Press, 1963. 67 pages. $4.00.

Twenty-one vignettes of people, places, and ideas give a perspective of Latin America from the time of the Spanish and Portuguese conquests to the present day. Each point of interest visited recalls a story which illuminates the history and culture of this part of the world. Because Mexico is a part of this world and the selections are short and relatively easy to read, they should help young Mexican Americans develop pride in their rich cultural heritage.

Leon-Portilla, Miguel. BROKEN SPEARS. Beacon Press, 1962. 157 Pages. $2.95.

The Aztec intellectual class in Nahuatl recorded the most impressive and tragic events in their history. They carefully noted the fall of their civilization at the hands of the Europeans whom the Aztecs first believed were deities supposed to return from the East.

Leon-Portilla, historian and scholar in Nahuatl studies, edited these ancient Aztec records and chronicles. His book presents the Spanish conquest as seen through the eyes of those who experienced it.

Loh, Jules. LORDS OF THE EARTH, A HISTORY OF THE NAVAJO INDIANS. Crowell-Collier Press, 1971. 158 pages.

This is a narrative history of the Navajo nation from early times, through the invasion by Kit Carson's troops to tribal council community projects planned for 1980.

It includes Navajo mythology, customs, ceremonials, ritual songs, and dances. Major confrontations with the white soldiers including the forced Long Walk to Fort Sumner near what is now Albuquerque are described. This moving chronicle of the Navajo people elicits understanding and admiration for those so determined to maintain their identity. Several pages of photographs are included.

While this work is history oriented, it is highly recommended as supplementary reading for those interested in Indian culture in grades 8-12.

McWilliams, Carey. NORTH FROM MEXICO. Greenwood Press, 1968. (Copyright 1948), 324 pages. $2.95.

This book recounts the history of the Southwest from the time of the Spanish explorations to the post World War II period. It delineates clearly the relationships between Anglos and Mexicans and the many Mexican contributions to the history of the Southwest. The book is an essential reference for the time period covered.

May, Charles Paul. THE EARLY INDIANS, THEIR NATURAL AND IMAGINARY WORLDS. Thomas Nelson Inc., 1971. 186 pages. $4.65.

The author divides the United States into sections and recounts the history, legends and myths of the major Indian tribes inhabiting each section. The book contains much information about the way the Indians lived before their contact with the white man. A student in junior and senior high school doing research on a particular tribe would find this a useful reference.

Paz, Octavio. THE LABYRINTH OF SOLITUDE: LIFE AND THOUGHT IN MEXICO. Grove Press Inc., 1962. $1.95.

This is considered one of the fundamental books written about Mexico and Chicanos. The author, a distinguished poet, is preoccupied with identity and reality. He examines the experience of the Pachucos, a group with severe identity problems as he tries to explain himself to himself as a Mexican.

The literary quality of the book is high, and only mature readers will grasp all of the philosophical and psychological implications of the work. Teachers using it with students need to be aware that the chapter "The Sons of Malinche" deals with the Mexican's preoccupation with his origin, which historically is the violent violation of Indian women by the Spaniards.

Romano-V, Octavio Ignacio. VOICES - READINGS FROM EL GRITO. Quinto Sol Publications, Inc., 1971. 211 pages. $3.50.

The sixteen essays brought together here reflect the thinking of contemporary Mexican Americans on current issues. Those in Part I deal with stereotypes and the distortion of history. The second group is concerned with the Chicano struggle. Part III is devoted to education and the Chicano. The essays in the final section discuss issues related to Chicanos in the modern state.

These essays are not literary in style. Most are written in the manner of research papers and footnoted. The only contributor without one or more college degrees is Cesar Chavez. The essays are obviously intended to stimulate both Chicanos and Anglos to examine the problems faced by Chicanos. They are frankly critical of many aspects of American society. The essays should be useful for study in high school social science classes. They will also be of interest in ethnic studies. The essays are not easy to read because they carry a heavy concept load, deal with many statistics, and employ an advanced vocabulary.

Senungetuck, Joseph Engasongwok. GIVE OR TAKE A CENTRUY: AN ESKIMO CHRONICLE. San Francisco: The Indian Historian Press, 1971. 206 pages.

This sensitive and informative first person chronicle by an educated Eskimo explores such aspects of Eskimo life as the village, the family, climate, food, language, and geography. The author's aim is to preserve the Eskimo's cultural heritage as well as to show the effect of foreign intrusion. Negative aspects of the latter include the introduction of new diseases and the destruction of native technology.

There is a chronology of Alaskan native history beginning with the first contact with Europeans in 1741 and ending November 25, 1970, with the native land claim. The author also lists inventions and contributions by Alaskan natives; these include the kayak and snow-shoes. In "Names You Should Know" he lists people prominent in preserving Alaskan native culture. He also provides a listing of native organizations. The book is excellently illustrated by the author.

The volume is a useful reference for both teachers and students in junior and senior high school.

Taylor, Barbara Howland. MEXICO, HER DAILY AND FESTIVE BREADS. The Creative Press, 1969. 98 pages. $6.95.

This book is useful in many contexts – English, social studies, and homemaking. Mexican-Americans and Anglos can learn about this fascinating and fundamental facet of the culture.

ANTHOLOGIES

Adams, William. AFRO-AMERICAN AUTHORS. Houghton Mifflin, 1972. 165 pages.

This anthology samples the fiction and poetry of 21 important Black writers. These selections illustrate the three traditions or modalities William Adams finds in Black writing in America. The earliest mode is that of protest, addressed to a white public. The second mode he defines as "the effort by The Black writer to promote a heightened awareness within the Black reading public." The final mode he classifies as the assertive tradition, in which the author attempts to present the Black experience "like it is"–without embellishing or adorning it.

The volume includes an introduction by Adams, photographs of the authors, acknowledgments which will facilitate further reading, appropriate footnotes, and two or three questions for discussion of each selection. The anthology is appropriate for high school.

Durham, John; Graham, Lorenz; Hunter, Kristin; Merrill, Jean; and Graser, Elsa. DIRECTIONS. Houghton Mifflin, 1972.

This program consists of two levels, each one of which contains two anthologies and six novelettes. It was designed to appeal to low-reading-level junior high school students.

Many of the selections are by minority writers and many have inner-city settings. They have potential for widening the horizons of students from ethnic minorities.

Hsu, Kai-yu and Palubinskas, Helen. ASIAN-AMERICAN AUTHORS. Houghton-Mifflin, 1972. 184 pages.

This anthology for high school readers includes fiction and poetry by three Asian-American groups: Chinese-American, Japanese-American, and Filipino-American. Some of these writers, especially those who chose autobiography as a vehicle, tend to confirm a stereotyped image of the Asian-Americans and their culture because this has been their experience in the United States. However, there are writers, especially among the young, who are trying to deal in literature with the identity crisis of the bi-cultural person. They are rebelling seriously against the stereotype.

The literature is of a quality deserving careful study. Both content and style make it more appropriate for mature students. The anthology includes an introduction by Kai-yu Hsu and Helen Palubinskas, photographs of each author sampled, a list of acknowledgements that will help the reader locate additional literature by Asian-Americans, and one or two questions about the interpretation of each selection.

Ludwig, Ed and Santibanez, James. THE CHICANOS: MEXICAN AMERICAN VOICES. Penguin Books Inc., 1971. 286 pages. $1.50.

This anthology includes some fiction, a little poetry, and articles or essays by nineteen contemporary Mexican Americans. The selections in "The Fields of the Past" recall the migrant experience. "La Raza in the Fields Today" presents many voices speaking up against the injustices suffered by the workers in the fields and describing the activities of Mexican Americans working to improve conditions. "Education, a Way In or Out" criticizes the educational system and outlines programs designed to improve the self-concepts of Mexican Americans. The final section presents the views of six writers on "Facing Anglo Society." They express harsh criticism of that society and reflect a natural bias in favor of Chicano efforts to change it.

This collection should do much to erase old false images of the Mexican American. It is suitable for the upper years of high school. The reading is not difficult but the themes and treatment are more likely to appeal to mature readers and require thoughtful, critical reading.

Ludwig has written a useful introduction to the Chicano movements of the sixties. He has also provided short biographies of the authors and a bibliography of books, magazines, and newspapers relating to the Mexican American.

McClellan, Jack; Black, Millard; Norris, Sid. WHERE IS HOME. Houghton Mifflin, 1970. 156 pages.

Harry is a young Navajo who loves his peaceful life on the plains. He is forced to move to the city so his father can find work. Adjustment to urban life is difficult and he accidentally gets into trouble. How he gets out of trouble, finds new interest in work, and adjusts to his new life make a good story that will appeal to reluctant readers, especially boys, in junior high.

The book is one in a series called Citizens All.

Momaday, Natachee Scott. AMERICAN INDIAN AUTHORS. Houghton Mifflin, 1972. 151 pages.

The editor of this anthology was named outstanding woman writer in New Mexico by the New Mexico Press Women in 1968. She has Cherokee, French, and English antecedents. Since 1936 she has taught in reservation schools and written and illustrated books for young people.

The selections included in this volume begin with legends, a part of the great oral tradition of the American Indian. It continues with historical and biographical recordings in which Indians tell their life stories through interpreters to anthropologists and settlers. There are also examples of Indians' use of the English language as a creative form of communication. The advent of Red Power is reflected in the most recent selections. They express the pride and dignity of the Indian people.

The anthology includes photographs and brief biographical sketches of the authors anthologized. The book concludes with a map showing the geographical location of major tribes in the United States and a listing of the names of the major tribes by states.

Murray, Alma and Thomas, Robert. THE SCHOLASTIC BLACK LITERATURE SERIES. Scholastic Book Services, 1971.

This series of six paperback anthologies, one for each of the secondary school years, is a cooperative publishing effort of the Los Angeles City Schools and Scholastic Book Services. The editors are Black teachers in the school system. English supervisors, a reading consultant, and the city-wide Advisory Committee for Secondary English reviewed multitudes of selections and gave continuous advice.

The project was developed to supplement the standard literature anthologies which fail to reflect adequately the wealth of literature produced by Black Americans. The following criteria determined the choice of selections:

1. All materials should be of high literary quality.
2. All materials should be of interest to students.
3. All materials should foster understanding of people different from ourselves.
4. Materials selected should be representative of Black literature from all historical periods.
5. Materials included in each volume should be appropriate for students at the grade level for which that anthology is intended.

The title of each anthology indicates its theme, and the subdivisions or chapters focus on aspects of that theme. Each book is amply illustrated with black and white drawings and photographs by Black artists. The print is easy to read and inviting because the pages are uncrowded. Brief biographies of the authors sampled are provided at the end of each anthology.

A teaching guide accompanies each anthology. Essays by Arna Bontemps and Langston Hughes provide information about the development of Black literature. Behavioral and humanistic objectives are outlined for each grade level, and teaching suggestions are included for each selection. These include help with vocabulary. Each guide concludes with a bibliography of historical and sociological works and of works by authors represented in the anthology. These are not presented as lists of recommended reading for students. Teachers are urged to use professional judgment in assigning books from these lists.

THE SCHOLASTIC BLACK LITERATURE SERIES.

THE JOURNEY represents the seventh grader's struggle with himself to find out who he is.

THE SCENE includes selections that enable the eighth grader to reflect on who he is and to enjoy just being himself.

THE SEARCH involves the ninth grader in a look at the world in which he lives and his role in that world.

THE BLACK HERO provides the tenth grade student an opportunity to look for people and ideals to respect.

MAJOR BLACK WRITERS gives the eleventh grade student a chronological look at the rich contributions of Black writers to the American literary heritage.

BLACK PRESPECTIVES challenges the twelfth grade student with frank discussions of the world he is about to enter. The writing collected here makes clear that the Black community is not monolithic but rather diverse in its attitudes and beliefs.

Olsen, James and Swinburne, Lawrence. PLAYING IT COOL. Noble and Noble, 1969. 160 pages.

About half the poetry and prose selections in this paperback are concerned with the problems of minorities. All focus on adolescence and adolescents. Part One, "Easing into Life," is about the pain of growing up. "Cutting the Scars" focuses on the hurts in this process. "Playing It Cool" portrays the ways of facing these hurts, and "Making Decisions" explores those important junctures in life when choices are made. High school students should find both content and style congenial. Selections are short and easy to read.

This volume is one in a series of paperbacks in the Crossroads series designed by publishers as a three-year non-graded program for secondary schools. Some of the paperbacks in the Crossroads classroom library were reviewed in PORTRAITS.

Paredes, Americo and Paredes, Raymund. MEXICAN-AMERICAN AUTHORS. Houghton-Mifflin, 1972. 152 pages.

This anthology for high school readers samples Mexican American literature written in the English language, hence that produced in the past half century. The earlier selections are examples of folklore, the unofficial heritage of a people. The dichos (proverbs) provide material for comparison with similar sayings in other cultures. They are rendered in both Spanish and English. The stories, non-fiction, poems, and plays written before World War II describe Mexican American life in rural areas. Many selections are basically romantic. The literature of the period following World War II portrays urban life and deals with such problems as education, drugs, delinquency and the loss of Mexican culture.

All of the selections reflect the Chicano experience. In doing this they help correct some of the misconceptions found in the writings of Anglos who were unfair or condescending.

The acknowledgments will help the reader find other works by the twelve authors sampled. A brief biographical note and a photograph of each author precedes his selections. Sixty-four common Spanish words and phrases are listed and defined.

BACKGROUND MATERIALS FOR TEACHERS

Barrios, Ernie. BIBLIOGRAFIA DE AZTLAN. Centro de Estudios Chicanos Publications, San Diego State College, 1971. 157 pages. $3.95.

The stated purpose of this bibliography is to review the literature that has been written on the Chicano. Each item is annotated in considerable detail. The bibliography was prepared by Chicanos and hence reflects their evaluations of these materials, many of which were written by Anglo-Americans.

Six Chicano journals and periodicals are reviewed, and a list of the papers of the Chicano Press Association is provided.

Carlsen, G. Robert. BOOKS AND THE TEEN-AGE READER. Bantam Books, 1971 Revised Edition. 247 pages. $.95.

Dr. Carlsen has added to this useful teacher reference a chapter on "The Ethnic Experience in Literature." He stresses the value of literature to "open the avenue to understanding the world outside oneself." Dr. Carlsen's suggestions for reading include both books in which the ethnic experience is central and those in which it is incidental. A fourteen-page bibliography contains both kinds of books in these categories: Spanish Speaking, Oriental, Jews, American Indians, and Blacks.

Carranza, Eliu. PNESIAMENTOS ON LOS CHICANOS: A CULTURAL REVOLUTION. Berkeley: California Book Company, Ltd., 1969.

This is an extended essay by the former chairman of the Mexican-American Graduate Department at San Jose State College. The author tries to define the precise nature of the Chicano movement. He sees it as a cultural revolution rather than a political, economic, or even civil rights movement. In his opinion the Chicanos, while they do want equality, are doing more than asking; they are offering a new perspective on life.

Clark, Ann Nolan. JOURNEY TO THE PEOPLE. Viking, 1969. 128 pages.

This is a valuable reference for teachers on motivation and the teaching of reading based on long experience in teaching Indian children in the Southwest. It might interest young people who contemplate a career in education.

Girdner, Audrie and Loftis, Anne. THE GREAT BETRAYAL. Macmillan, 1969. 562 pages. $12.50.

The authors are free-lance writers. Mrs. Loftis is the daughter of historian Allan Nevins, and Mrs. Girdner has researched the history of the Japanese evacuation for several years. They tell the story of 110,000 West Coast American Japanese evacuated and interned during World War II. They do this largely in the words of the people themselves describing their experiences and reactions to this uprooting imposed solely on the grounds of racial ties.

The book clarifies not only this departure from America's principles but also the rifts which developed within the Japanese American community as different groups reacted differently to the internment. The authors warn that while apologies have been made, reparations attempted, claims settled, and citizenship restored, Americans should not forget what happened.

An appendix includes such relevant documents as the creed of the Japanese American Citizens League, Executive Order No. 9066, various public proclamations, and legal forms relating to the internment. The bibliography lists books, War Relocation Authority Publications, pamphlets, government documents, and special collections and correspondence.

Grebler, Leo; Moore, Joan W.; and Guzman, Ralph. THE MEXICAN-AMERICAN PEOPLE; THE NATION'S SECOND LARGEST MINORITY. Free Press-Collier-Macmillan, 1970. $19.95.

This four-year study adds significantly to the sum of information about Mexican-Americans. It breaks up stereotypes, pointing out the diversity of the population, its varying problems in urban and rural settings, its new-found activism, changes in family structure, and acceleration of social mobility and assimilation.

Hirschfelder, Arlene. AMERICAN INDIAN AUTHORS: A REPRESENTATIVE BIBLIOGRAPHY. American Association of Indian Affairs, 1970. 45 pages. $1.00.

This paperback lists 157 books by 120 authors.

Hosokawa, Bill. NISEI: THE QUIET AMERICANS. Morrow, 1969.

This is a detailed study of second generation Japanese, their economic struggles, and immigration problems. It contains a great deal of information about the World War II relocation camps for the Japanese who were evacuated from the Pacific Coast.

Kelly, Ernece B. SEARCHING FOR AMERICA. National Council of Teachers of English, 1972. 106 pages. $1.75.

This publication is the work of the Task Force on Racism and Bias in the Teaching of English and the Textbook Review Committee of the National Council of Teachers of English. The committee members wrote critical evaluations of twelve books widely used as college-level American literature texts. They also wrote essays commenting on the literature, culture, or history of those racial and ethnic groups which have been systematically excluded from American literature collections. Appended to three of the four essays are brief bibliographies. The publication concludes with biographical sketches of the contributors.

Moquin, Wayne, Editor, with Van Doren, Charles. A DOCUMENTARY HISTORY OF THE MEXICAN AMERICANS. Bantam Paper, 1971. 518 pages. $1.25.

This volume is literally what the title indicates. The documents collected in Part One deal with the Hispano-Indian Synthesis, 1536-1809. Part Two focuses on the Mexican Southwest, 1810-1849. The Anglo-American Conquest, 1849-1910, is the subject of Part Three. Part Four deals with Mexican Americans, 1911-1939.

The final section is concerned with today's world and is called Travails of La Raza, 1940-70.

The editors have provided a paragraph of introduction for each document.

Paredas, Americo. WITH A PISTOL IN HIS HAND: A BORDER BALLAD AND ITS HERO. Austin: University of Texas, 1958.

Part One of this volume deals with Gregorio Cortez, his legend and life. The second part is concerned with the corrido of Gregorio Cortez, a ballad of border conflict. Paredas provides an explanation and description of corrido origins. This volume is of interest to students of music folklore and history.

Pitt, Leonard. THE DECLINE OF THE CALIFORNIOS. University of California Press, 1966. 310 pages. $7.95. Paper $2.85.

This historical survey of early California is more realistic than romantic. The author recounts encounters between the early Spanish, later Mexican settlers, and Anglos. He points out lack of leadership and foresight on the part of the early Californios made easier the rapid takeover by Anglos. They tended to be greedy and racist, drove Mexican miners from their claims, illegally seized their vast ranchos, and seized political control of California.

The book provides valuable insights into the clash of cultures and illuminates the fabled character of Joaquin Murrieta. There is an extensive bibliography referring the reader to pertinent historical manuscripts and books, and ethnic terms which might confuse the reader are explained in a glossary. Upper division high school students will find this volume useful in research projects.

82

Salazar, Reuben. STRANGER IN ONE'S LAND. United States Commission on Civil Rights, Clearinghouse Publication #19, March 1970.

This prominent Mexican American newspaperman writes about the concerns of the Mexican American Community.

Sung, Betty Lee. MOUNTAIN OF GOLD. Macmillan, 1967. 341 pages. $6.95.

In this book Betty Lee Sung tells the history of the Chinese in America from gold rush days to the present. While writing and researching a weekly program for the Voice of America beamed to the Far East, she found available materials full of stereotypes. Mrs. Sung places the blame for this not only on the indifference and apathy of the American public but also on the reluctance of the Chinese Americans to give out information that might appear in print.

Mrs. Sung, herself a Chinese American, describes the problems of assimilation faced by a group numbering about 300,000 in 1970. These have ranged from restrictions placed on Chinese immigration and naturalization to a wide variety of overt and covert discrimination still practiced by some Americans today. The book concludes with a chapter cataloguing Chinese American men and women of distinction in various fields of endeavor.

Wollenberg, Charles. ETHNIC CONFLICT IN CALIFORNIA HISTORY. Tinnon-Brown, 1969. $6.95. Paper $2.95.

The editor conducted a public lecture series at the University of California Extension Division in 1968. The lectures in that series are printed in this volume. All focus on the oppressive treatment of non-whites by whites in California history.

Yetman, Norman R. and Steel, C. Hoy, Editors. MAJORITY AND MINORITY: THE DYNAMICS OF RACIAL AND ETHNIC RELATIONS. Allyn and Bacon, 1971. 621 pages. $6.95.

These professional essays deal with racial and ethnic relations, chiefly in the United States. The editors state two objectives: "To enable the reader to comprehend more fully the important role of race and ethnicity in American life and to raise more general questions concerning the dynamics of majority-minority relations." The Black Revolution is discussed as a case study of a social movement.

INDEX

Adams, William	AFRO-AMERICAN AUTHORS	44
Adoff, Arnold	BLACK OUT LOUD	19
Adoff, Arnold	BROTHERS AND SISTERS	16
Alexander, Rae and Lester, Julius	YOUNG AND BLACK IN AMERICA	24
Angelou, Maya	I KNOW WHY THE CAGED BIRD SINGS	24
Angelou, Maya	JUST GIVE ME A COOL DRINK OF WATER BEFORE I DIIE	19
Arnold, Elliott	BLOOD BROTHER	1
Astrov, Margot	AMERICAN INDIAN PROSE AND POETRY: THE WINGED SERPENT	20
Baez, Joan	DAYBREAK	25
Baker, Betty	AND ONE WAS A WOODEN INDIAN	1
Bambara, Tony	TALES AND STORIES FOR BLACK FOLKS	16
Barrett, S. M.	GERONIMO: HIS OWN STORY	25
Barrio, Raymond	THE PLUM PLUM PICKERS	2
Barrios, Ernie	BIBLIOGRAFIA DE AZTLAN	50
Bayliss, John	BLACK SLAVE NARRATIVES	37
Beatty, Patricia	THE SEA PAIR	3
Bodsworth, Fred	THE SPARROW'S FALL	3
Bodsworth, Fred	THE STRANGE ONE	3
Bonham, Frank	VIVA CHICANO	4
Brandon, William	THE MAGIC WORLD: AMERICAN INDIAN SONGS AND POEMS	20
Brown, Dee	BURY MY HEART AT WOUNDED KNEE	37
Carlsen, G. Robert	BOOKS AND THE TEEN-AGE READER	50

Carranza, Eliu	PENSIAMENTOS ON LOS CHICANOS: A CULTURAL REVOLUTION	50
Cavanna, Betty	JENNIE KIMURA	4
Chandler, David	HUELGA	4
Chisholm, Shirley	UNBOUGHT AND UNBOSSED	26
Clark, Ann Nolan	CIRCLE OF SEASONS	38
Clark, Ann Nolan	JOURNEY TO THE PEOPLE	51
Council on Interracial Books for Children	CHRONICLES OF AMERICAN INDIAN PROTESTS	37
Clarke, John Henrik	HARLEM	17
Cox, William	CHICANO CRUZ	5
Decker, Sunny	AN EMPTY SPOON	26
Deloria, Vine	CUSTER DIED FOR YOUR SINS	38
Dunne, Mary Collins	REACH OUT, RICARDO	5
Durham, John and others	DIRECTIONS	44
Erdoes, Richard	THE SUN DANCE PEOPLE, THE PLAINS INDIANS, THEIR PAST AND PRESENT	39
Ewers, Carolyn	THE LONG JOURNEY	27
Fall, Thomas	THE ORDEAL OF RUNNING STANDING	5
Fax, Elton C.	CONTEMPORARY BLACK LEADERS	27
Fenderson, Lewis H.	DANIEL HALE WILLIAMS, OPEN HEART DOCTOR	28
Fox, Chief Red	THE MEMOIRS OF CHIEF RED FOX	28
Fukuda, Hanako	WIND IN MY HAND	29
Gaines, Ernest	THE AUTOBIOGRAPHY OF MISS JANE PITTMAN	6
Gaines, Ernest	A LONG DAY IN NOVEMBER	17

Galarza, Ernesto	BARRIO BOY	29
Garden, Nancy	WHAT HAPPENED IN MARSTON	7
Girdner, Audrie and Loftis, Anne	THE GREAT BETRAYAL	51
Gonzalez, Rodolfo	I AM JOAQUIN	21
Grebler, Leo and others	THE MEXICAN-AMERICAN PEOPLE: THE NATION'S SECOND LARGEST MINORITY	52
Greenlee, Sam	THE SPOOK WHO SAT BY THE DOOR	7
Guy, Rosa	CHILDREN OF LONGING	39
Hamilton, Virginia	THE HOUSE OF DIES DREAR	7
Hamilton, Virgainia	THE PLANET OF JUNIOR BROWN	8
Hirschfelder, Arlene	AMERICAN INDIAN AUTHORS: A REPRESENTATIVE BIBLIOGRAPHY	52
Hoexter, Corrine	BLACK CRUSADER FREDERICK DOUGLASS	30
Hosokawa, Bill	NISEI: THE QUIET AMERICANS	52
Hsu, Kai-yu and Palubinskas, Helen	ASIAN-AMERICAN AUTHORS	45
Jayne, Mitchell	OLD FISH HAWK	8
Jones, Hettie	THE TREES STAND SHINING	21
Jordan, June	HIS OWN WHERE	9
Jordan, June	SOULSCRIPT	21
Jordan, June and Bush, Terri	THE VOICES OF THE CHILDREN	22
Kelly, Ernece B.	SEARCHING FOR AMERICA	52
Kim, Richard	LOST NAMES	9
Kissin, Eva	STORIES IN BLACK AND WHITE	18
Lacy, Leslie A.	CHEER THE LONESOME TRAVELER: THE LIFE OF W.E.B. DU BOIS	31

Lacy, Leslie A.	THE RISE AND FALL OF A PROPER NEGRO	.32
Laklan, Carli	MIGRANT GIRL	.10
Lamb, Ruth	LATIN AMERICA-SITES AND INSIGHTS	.39
Leon-Portilla, Miguel	BROKEN SPEARS	.40
Loh, Jules	LORDS OF THE EARTH, A HISTORY OF THE NAVAJO INDIANS	.40
Longsworth, Polly	I, CHARLOTTE FORTEN, BLACK AND FREE	.32
Lowe, Pardee	FATHER AND GLORIOUS DESCENDANT	.33
Ludwig, Ed and Santibanez, James	THE CHICANOS: MEXICAN AMERICAN VOICES	.45
McClellan, Jack; Norris, Sid; Black, Millard	WHERE IS HOME	.46
McWilliams, Carey	NORTH FROM MEXICO	.40
Marquis, Thomas	WOODEN LEG: A WARRIOR WHO FOUGHT CUSTER	.34
Marshall, Paule	BROWN GIRL, BROWNSTONES	.10
May, Charles	THE EARLY INDIANS, THEIR NATURAL AND IMAGINARY WORLDS	.41
Means, Florence	THE MOVED OUTERS	.11
Meriwether, Louise	DADDY WAS A NUMBER RUNNER	.11
Merriam, Eve	I AM A MAN	.22
Momaday, Natachee	AMERICAN INDIAN AUTHORS	.46
Moquin, Wayne	A DOCUMENTARY HISTORY OF THE MEXICAN AMERICANS	.53
Murphy, Beatrice	EBONY RHYTHM	.22
Murray, Alma and Thomas, Robert	THE SCHOLASTIC BLACK LITERATURE SERIES	.47
Neihardt, John G.	BLACK ELK SPEAKS	.34

Nemiroff, Robert	TO BE YOUNG, GIFTED AND BLACK	35
Niemeyer, Marie	THE MOON GUITAR	11
O'Dell, Scott	THE BLACK PEARL	12
O'Dell, Scott	SING DOWN THE MOON	12
Olsen, James and Swinburne, Lawrence	PLAYING IT COOL	49
Paredas, Americo	WITH A PISTOL IN HIS HAND: A BORDER BALLAD AND ITS HERO	53
Paredes, Americo and Paredes, Raymund	MEXICAN-AMERICAN AUTHORS	49
Parks, Gordon	GORDON PARKS: WHISPERS OF INTIMATE THINGS	23
Parks, Gordon	A POET AND HIS CAMERA	23
Paz, Octavio	THE LABYRINTH OF SOLITUDE	41
Pitt, Leonard	DECLINE OF THE CALIFORNIOS	53
Pool, Rosey	BEYOND THE BLUES	23
Randall, Florence	THE ALMOST YEAR	12
Rivera, Tomas	AND THE EARTH DID NOT PART	13
Robinson, Sugar Ray with Anderson, Dave	SUGAR RAY	35
Romano-V, Octavio	VOICES–READINGS FROM EL GRITO	42
Salas, Frieda	WIND IN THE PEPPER TREE	13
Salazar, Reuben	STRANGER IN ONE'S LAND	54
Schaefer, Jack	THE CANYON	14
Senungetuck, Joseph Engasongwok	GIVE OR TAKE A CENTURY: AN ESKIMO CHRONICLE	42
Sung, Betty Lee	MOUNTAIN OF GOLD	54

Taylor, Barbara H. — MEXICO, HER DAILY AND FESTIVE BREADS 43

Udall, Louise — ME AND MINE, THE LIFE STORY OF HELEN SEKAUPTEWA 36

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